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Presented as a record of volunteer activities, this handbook is intended for the use of school administrators, teachers, and/or counselors who may wish to use volunteers in a school-community, career-guidance program. Possible activities may range from a simple vocational information center to a multi-faceted year-round program. The purpose of the school resource and career guidance program is to provide volunteer service which will supplement the effectiveness of school personnel in the fields of vocational information, career guidance, and cultural and educational enrichment. Among the conclusions are: (1) Relationships with community parents, consultants, and volunteer workers give high school students more than vocational enrichment, and (2) Such a program can provide the community with the kind of information which leads to active efforts in support of public education. (CH)

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A VOLUNTEER PROGRAM IN VOCATIONAL INFORMATION AND CAREER GUIDANCE FOR SECONDARY SCHOOLS

by

Margaret J. Mullen 5/68

School Resource and Career Guidance Program
Menlo-Atherton High School

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VOCATIONAL INFORMATION AND CAREER GUIDANCE
FOR
SECONDARY SCHOOLS

A HANDBOOK.

by

Margaret J. Mullen

School Resource and Career Guidance Program
Menlo-Atherton High School

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FOREWORD

This handbook is intended for the use of school administrators, teachers and/or counselors who may wish to use volunteers in a school-community career-guidance program. It is also intended for use by school volunteers who wish to propose such a program to their schools. It is not intended for use by students.

Suggested starting points for a program in your high school are included. Possible activities may range from a simple vocational information center to a multi-faceted year-round program.

As the number and variety of school volunteer programs increase, creative purpose and innovative techniques are too often lost in the practical activities necessary to maintain the programs, but there is great satisfaction to be found in discovering a real need and meeting it with original and imaginative approaches. Although the area of career information has customarily been left to professionals, we believe that volunteers can bring enlarged and unusual pre-vocational opportunities to high school students. In fact, volunteer status may allow a freedom of choice and contacts not immediately available to the teacher or counselor. The challenge of community-school interaction offers endless possibilities in the field of vocational guidance.

Presented as a record of volunteer activities at Menlo-Atherton High School from 1963 through 1967, a detailed plan for program services which can be developed in coordination with your school is described. Check lists are provided for each type of activity. Included is an appendix of forms and materials which can be adapted to your special need. The material is designed to stimulate thinking about what you could do to provide greater opportunities in career experiences for students in your community. The objectives of our program and its history and structure may prove useful in evaluating your particular situation.

INTRODUCTION

This handbook relates the progress of an experiment in developing a volunteer career information service carried on over a four-year period at Menlo-Atherton High School, one of the seven high schools in the Sequoia Union High School District. The narration of events and description of services are necessarily limited to that specific program; however, suggestions for flexibility and change are included when appropriate. It is our belief, based on this experience, that volunteer involvement in such a program must be governed by perceptive sensitivity to the local character and personality of the school involved and the community of which that school is a part. Emphasis must be placed on establishing the integrity of each program. The strength of your program will depend on your accurate definition of its purpose and techniques.

The extreme importance of career guidance and career decision-making in the lives of today's young adults cannot be questioned. We live in a world where economic success is based on high educational achievements and increasing technical skills. The unready and the uninformed have little chance to succeed. Our secondary schools make valiant efforts to plan curricula that will give their graduating students the best possible start toward their chosen vocations or professions. Industrial advisory committees furnish schools with the means of understanding manpower needs by supplying current and accurate vocational information.

Such information customarily reaches a high school student through his counselor, but a normal counseling load totals from two to four hundred students and lack of time limits such counseling almost completely to academic planning. It is generally college oriented and/or crisis personal in nature. Even with the augmented supplies of vocational information now available the most dedicated counselor finds it next to impossible to fulfill his students' needs for career guidance.

Incoming freshman boys who dream of being airline pilots or professional athletes and girls who see themselves alternately as airline hostesses and fashion models need many chances to learn about the realistic world of work and their place in it. There will be pilots and hostesses, athletes and models, but there will also be cooks, housewives, salesmen, and welders. Teachers, doctors, physicists, and artists must take their places beside bakers and bankers. Our high school students must have a wide range of pre-vocational experience available to them if they are to make wise career choices.

Recognition of this situation in our own locale led to questions about what parent volunteers could do to help. To three members of a newly appointed PTA committee it seemed that gathering vocational information available in our own community was the obvious way to start. Over coffee cups around the kitchen table we were on our way -- as you may soon be too.

The School Resource and Career Guidance Program at Menlo-Atherton High School is now ending its fifth year of service. We have been asked many times, "How do you do it?" This handbook, in answering that question, may prove useful both to volunteers and to school personnel.

There is a multitude of school volunteer programs springing up all over the country in an effort to "make human resources available to the community at minimal cost."[1] We have concentrated on our particular program. Since constant evaluation has been a large part of the effort, successes and failures in numerous activities can be reported. We have tried to present suggestions for improvement and/or identifiable reasons for failure.

Check lists for planning and procedures are included together with an appendix of forms and materials developed in the program. These materials are frequently requested and could be of value in a beginning program. In no case should materials be used without discrimination, and selection must be based on recognized value. It should always be remembered that such material must reflect local need and must develop in response to local need. Forms often change with each printing in order to better serve their purpose. The materials we have produced were developed in response to our own particular student and school-community profile. They should be used as guidelines rather than as originals from which carbon copies can be made.

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[1] Project Report, NSVP, p. 14

STATEMENT OF PURPOSE AND DEVELOPMENT OF OBJECTIVE

What basic purpose would integrate and direct a program to mobilize community talent which the school system did not have and could not afford to buy? We needed to formulate a statement of purpose as well as to develop specific objectives which would both guide and limit our activities. The student population of our local high school presented extreme and sometimes cruel contrasts in socio-economic backgrounds, academic achievements, and realistic ambitions. There were many possible directions for volunteer service. Which way were we to choose?

The following statement of purpose and permanent objectives is the result of our efforts at definition:

> The purpose of the School Resource and Career Guidance Program at Menlo-Atherton High School is to provide volunteer service which will supplement the effectiveness of school personnel in the fields of vocational information, career guidance, and cultural and educational enrichment. Such activity will be undertaken only with the approval of the school administration and at the request of, or in correlation with, teachers, counselors, librarians, or other professional staff members.[1]

The program is based on voluntary student participation. Our wish to promote maximum student initiative leads us to encourage individual referrals for vocational reasons by teachers or counselors, but it is preferable that teachers not require students to attend events which take place outside the classroom.

Definite permanent objectives of the program are:

1. To offer vocational information and guidance to as many students, in as much depth, and in as wide a variety of areas as is feasible

2. To enrich the classroom offerings, field trip opportunities, and extracurricular programs by exploring the wealth of community resources and personnel available to our students beyond the usual scope of the school

3. To strengthen community-school understanding and relationships through mutual information and interaction

4. To act as liaison between community volunteers who

---

[1] Statement of Purpose, School Resource and Career Guidance Program

> wish to serve education in a constructive manner
> and school needs which lie beyond the school's
> professional and/or financial capacity[1]

Specific objectives must be clearly drawn to relate the permanent goals of the program to immediately possible achievements. These objectives determine the services offered by the program and should be revised annually.

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[1] Statement of Purpose, School Resource and Career Guidance Program

HISTORY OF MENLO-ATHERTON HIGH SCHOOL PILOT PROGRAM

1961

The seed of the present career-guidance program at Menlo-Atherton High School was sowed in 1961. A typical PTA forum was planned around the theme of student change during secondary school years. The last meeting was entitled Career Roundtables. Specific careers were grouped into 6 general areas for informal discussion by parents and a very few students. Small panels of consultants served as leaders. In some cases these 21 consultants offered opportunities to students for on-the-job visits.

It is interesting to note that students were not even invited to this meeting until the weekend preceding the Roundtables. Parent and student requests opened the door. Attendance was between 150 and 175 people, about 25% being students. Most of these students were brought by their parents. Two volunteers arranged the program.

After that meeting there were many requests from parents, students, and consultants for a repeat program. Attendance figures were more than double those for any other PTA meeting of the year. Interviews were arranged for 5 students who attended the conference. It was evident that a career-information program was wanted and needed and might offer a service which the school was unable to provide. Unanswered questions about specific career areas made it obvious that the Roundtables had been far too general in their makeup.

1962-63

In 1962-63 the number of vocational areas covered on Career Information Night was expanded to 18. A single speaker led each discussion. He repeated his thirty-minute talk to three different groups of students. Total attendance increased to more than 250. Talks on the fields of law, law enforcement, life sciences, mathematics, and social studies were particularly well attended. There are no figures available on the number of interviews arranged following the program or on the number of volunteers participating.

1963-64

The year 1963-64 marked the real beginning of our career-guidance program as a service for the entire school year. A three-member PTA committee met to plan "more than a career day." Discussions first focused on the need for providing our students with stimulating pre-vocational experiences and information. The second concern was with the methods and techniques of achieving this goal. The school administration reviewed our plans and granted permission to enlist community support for this project.

Early in October a letter was sent to department chairmen at Menlo-Atherton High School asking for their reactions to the idea of a volunteer program in career-guidance information. Their responses indicated interest and assured us of necessary cooperation.

A high degree of community involvement was necessary to make such a program available to our students. With the concurrence of our administration and the Menlo Park Chamber of Commerce we called a meeting at the high school in October 1963 which brought together representatives of organizations and agencies with a known interest in youth activities (Appendix 2b). Positive expression of interest at that meeting made us confident of local support for a liaison program which could serve parents, school, and community.

The first vocational presentation was a series of informal noontime Career Chats. Customarily, a panel of three adults was invited to talk with the students while they ate lunch. Eighteen career areas were on the schedule from November through April. Attendance ranged from 5 to 40.

Frequency of presentations accustomed our students to thinking about careers. They became more eager to learn about vocations. Therefore the Career Day program in March 1964 was expanded to afternoon and evening sessions. Thirty-nine panels covering 22 career areas were given by 127 consultants. The approximate attendance was 1,500. Administration, faculty, and students were enthusiastic and supportive.

Students signed up at Career Chats and Career Day if they wanted further opportunities to investigate particular fields being discussed, and our services were expanded to provide field trips, interviews, and behind-the-scenes experiences in shops, plants, offices, stores, and other places of business. In 1963-64 these opportunities were given to 238 students. Twenty-eight field trips involving 70 students were arranged in 17 vocational fields. Occasional personal interviews were arranged directly between consultants and students, but there were obviously many visits still to be planned for the fall of 1964.

The Informational Materials Service supplied vocational information upon student request throughout the year. A Conference Center library was organized for Career Day. Showcase and bulletin board displays on vocational topics were arranged.

In 1963-64 we began to assemble a permanent file of human resources and community visiting opportunities. This information was indexed according to the Dictionary of Occupational Titles, and the file now contains approximately 600 names.

In 1963-64 thirty-four volunteers worked as committee members, typists, or hostesses for Career Chats and Career Day. The three members of the original PTA committee became an executive committee for the program. One member became responsible for all secretarial organization and detail, one for physical arrangements, and one for coordination and administration. This group determined policy and procedures for the program as a whole.

1964-65

In the autumn of 1964 the high school offered the use of a counseling conference room for our weekly staff meeting of six. Both policy and work assignments were handled at that time. A counselor was assigned as faculty advisor to the program.

Expansion of field trips was the major addition to the program during that year. Forty-nine trips and off-campus interviews were arranged during the year. The range of subjects and group sizes was wide. Two trips to the Stanford Linear Accelerator, then under construction, first involved 125 students who wished to see heavy earth-moving equipment and techniques. On the second trip there were 65 students interested in becoming mathematicians or physicists. Counselors led a three-day visiting program which took students to view work experience films in Palo Alto. Two army buses took aspiring linguists on an all-day trip to the Defense Language Institute in Monterey.

Our Career Chat program continued, although a change from a double lunch period to a single short lunch period proved to be a handicap. Two general career orientations on freshman-sophomore and junior-senior levels, a college survey, and events covering 14 different career areas were presented. Attendance ranged from 5 (Food Service) to 275 (an after-school political careers rally).

Our annual Career Day continued to grow. Attendance of 1,875 was recorded. Thirty-three vocational areas were represented in 38 sessions. Time and talent were donated by 125 consultants. Twenty-seven faculty members served as hosts or corridor supervisors. The proportion of students to parents was about 80% to 20%. Students came from public schools in other districts, including Los Altos and Palo Alto, and from two private schools, Menlo School and Notre Dame. The Conference Center display of related materials and courses of study was enlarged and well attended.

Growth in our Informational Materials Service was rapid. We began to coordinate our vocational files with those in the school library.

Faculty members began to request help in finding classroom speakers. Compliance with such requests grew into a separate and distinct part of our program the following year.

Our volunteer list enlarged to include 125 clerical helpers, field-trip drivers, and Career Day hosts. Coordination was done by the executive committee.

1965-66

Our enterprise was growing rapidly. In response to faculty requests a classroom enrichment program was added. The new title, School Resource and Career Guidance Program, reflected this growth.

The necessary transition from a small, intimate effort to a large, structured program required much detailed organization. We needed to clarify our thinking and develop guidelines to steady the project. A formal statement of purpose and specific objectives was established for the 1965-66 school year by four volunteers who had worked continuously with the program.

In order to achieve the professional coordination and continuity we felt would be necessary to accomplish these objectives, funding of some kind was needed. Legal application for funds required that we become an autonomous tax-exempt corporation with a duly constituted board of directors. The PTA and the Menlo Park Chamber of Commerce endorsed this move. Encouragement was given by school authorities who were faced with their own demanding budgets and repeated voter resistance to increased levies of any kind. Our first application to a private foundation was denied. A possible grant of federal funds was contingent on planning for a much larger operation. We recognized the threat to our own integrity and withdrew our application.

Preparing fund applications is a meticulous and time-consuming task. The effort and energy required were a great drain on the actual operation of the program. However, the objective evaluation necessitated by these applications was useful in shaping our future plans.

Awareness of changing student needs occasioned changes in program activities. The Career Chat schedule was reduced to 6 noontime discussions. The switch to one lunch period had created so much confusion and allowed so little time that faculty members and volunteers were doubtful about the value of continuing this type of presentation.

More released-time events were instituted for special-interest groups. We presented employment clinics and apprentice programs. Our Art-in-Action days were particularly successful. Potters, weavers, and painters have given full days to the high school. Cal Tjader discussed performing arts with music and drama students. Thousands of students have watched demonstrations. Hundreds have participated in actual working techniques.

Career Day included 40 panels in 36 vocational areas. Attendance included 1,849 students and 95 adults. There were 128 consultants and 45 parent hosts. Thirty-three faculty members assisted. Many more non-academic students attended the conference than ever before. This increase was probably in response to the presentation of five job workshops. Specific demonstrations by Ampex, Lockheed, Dorsett Plastics, Pacific Telephone, and Raychem were a vast improvement over former "all talk" panels. Fourteen colleges and 20 trade or technical schools provided information for the Conference Center.

A second-contact program extended experience through field trips, interviews, laboratory visits, and specialized series of continuing discussions. Although the 1,268 requests for second-contact participation were overwhelming, 47 field trips were conducted. The high rate of attrition from initial request to actual participation indicated the necessity for thorough study and re-evaluation of this service.

The mechanics of operation were simplified when the school provided a small office on a half-time basis. Files, cupboard space, and a telephone made it possible to channel most of our work into the school day. Office space made printed vocational materials more readily available for students and faculty. The files had grown and been put in good order. Correlation with school and community libraries had improved. Individual students sought us out. The service was steadily expanding.

Publicity increased with the publication of our own newsletter. A prime display case had been given us in the main hall, and a series of intriguing displays had been mounted during the year.

The new School Resource division handled 103 requests from 31 faculty members. Fewer than 10 requests were not filled in some way.

A seven-member board of directors now formulated policy. An executive committee of 10 people coordinated and directed activities. Seventy-five volunteers typed, staffed the office, tabulated questionnaires, drove, hosted, and worked in other special assignments during the year.

Two key questions appeared in our annual report and evaluation:

> 1. What parts of our program are of the most value, and which may not truly justify their cost in time, energy, and manpower?
>
> 2. Can volunteer direction furnish stable, creative coordination for a program that has grown so diverse?[1]

1966-67

The School Resource and Career Guidance Program moved into a full-time office at Menlo-Atherton High School in the fall of 1966. The office was open from 9 a.m. to 3 p.m. on Mondays and from 12 noon to 3 p.m. Tuesday through Friday. On Tuesday and Thursday mornings it was used as a work room by the Informational Materials Committee. Wednesday and Friday mornings were reserved for meetings and conferences. The board of directors met three times during the year. The executive committee now consisted of 8 members. The director of the program met with individual chairmen on a regular basis. Six volunteers regularly staffed the office.

Career Day was attended by approximately 1,800 people of whom only 127 were adults. We no longer encouraged the attendance of students from other schools, because seating was at a premium. Forty-two panels presented 120 consultants. Volunteers included 42 hosts in addition to other staff personnel.

A new pre-employment feature, Local Job Opportunities, presented separate panels for boys and girls. The percentage of terminal and/or non-academic students in attendance continued to rise.

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[1] SRCGP Report and Evaluation, 1966

In spite of the increasing size and dramatic publicity value of Career Day its worth to the total program needed to be carefully evaluated. The same amount of time and effort might better be spent in presenting smaller, more carefully coordinated programs throughout the school year.

New activities were developed in response to recognized need. An all-day motivational event entitled Education Beyond High School was organized for sophomores. Approximately 412 students, released from English II classes, attended hourly discussions with representatives from the University of California and the College of San Mateo.

More unusual, perhaps, were 9 technical demonstrations presented in cooperation with the Industrial Arts Department. Demonstrations of tools and equipment as well as photographs and films showed specific on-the-job techniques. Nearly 290 students took part. The generosity of participating companies cannot be too highly praised.

A day's program on application and interview techniques was presented by the Pacific Telephone Company in cooperation with the Business Education Department. This program was attended by about 200 girls.

A sculptor and a painter spent a day teaching in the Art Department. Although interesting, this activity was felt to be less valuable than the Art-in-Action events previously described.

Only 6 Career Chats were held in 1966-67, all part of the second-contact program.

Field trips were fewer in number. They were arranged for juniors and seniors only with a few special exceptions.

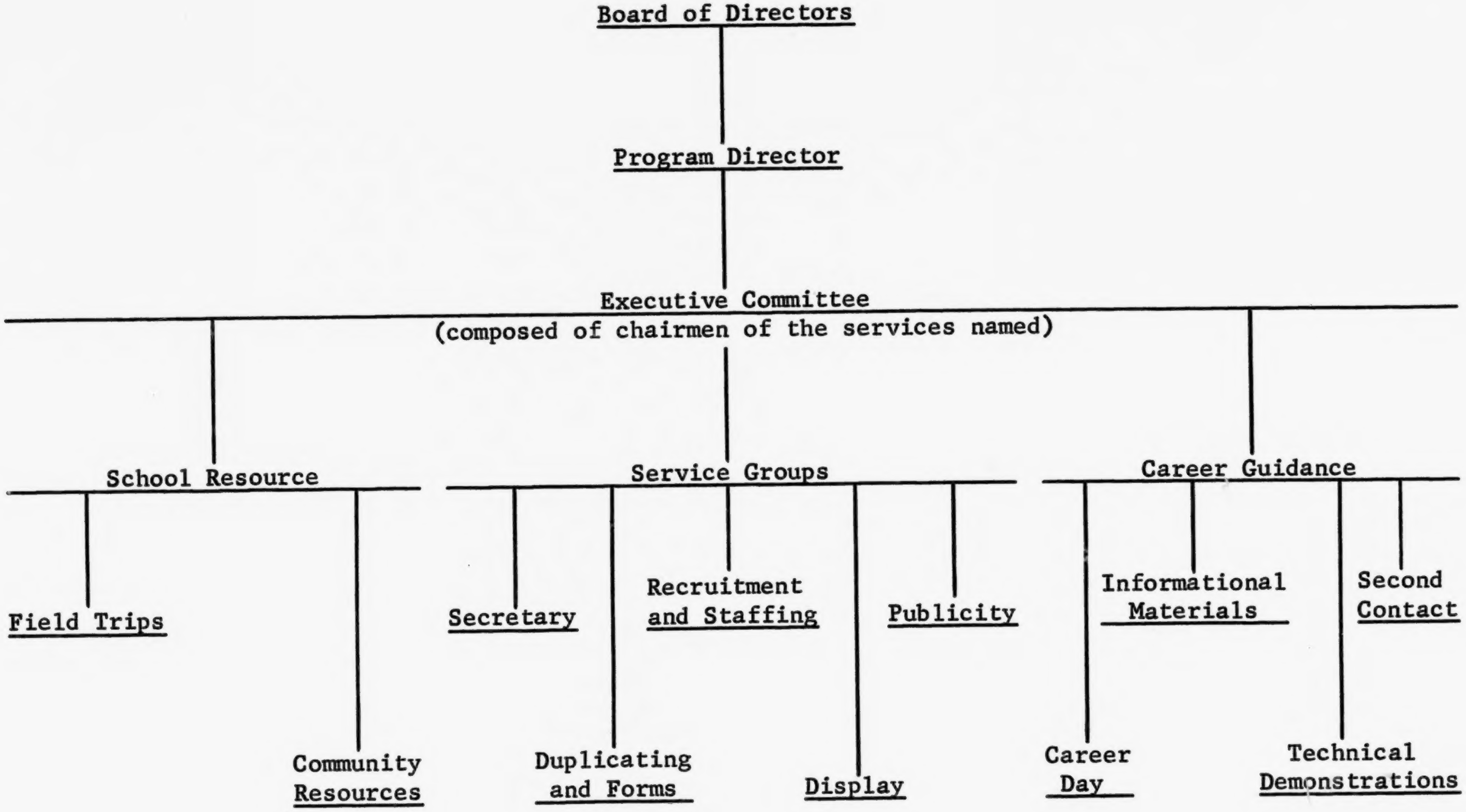
The use of the Informational Materials Service grew steadily. Longer office hours made us more available. More faculty members directed students to us. The response to school bulletins and display publicity was obvious.

The organizational structure became cumbersome when it was divorced from its legal necessity for fund application. Details of program administration brought about an unnecessary drain on productive activity.

At the conclusion of our report on this four-year period at Menlo-Atherton High School the paramount question is still unanswered: Can such a program be made steadily productive and efficient within the boundaries of volunteer time and effort? We believe that the best possible support for such a program would be the assurance of coordination and continuity through direction of volunteer energy by school personnel. Your local situation and volunteer potential will have to provide your answer.

ORGANIZATION CHART

SCHOOL RESOURCE AND CAREER GUIDANCE PROGRAM


Board of Directors
Program Director
Executive Committee
(composed of chairmen of the services named)
School Resource
Field Trips
Community Resources
Service Groups
Secretary
Duplicating and Forms
Recruitment and Staffing
Display
Publicity
Career Guidance
Career Day
Informational Materials
Technical Demonstrations
Second Contact

COMMUNITY - SCHOOL INTERACTION

We built the Career Guidance Program on two premises: First, the high school student is an integral part of his community; second, his growth must be directed toward a steadily increasing involvement with his community. We determined to bring the talents and resources of our community to the student. Even more firmly we determined to bring the student from the classroom into the working community. If a high school is to provide a general education for its students and is also to train them for a changing job market, it must maintain close coordination with labor and employers. Exploration of vocational resources close to home should be the first step toward developing such a relationship.

Securing chamber of commerce interest was the first move toward enlisting community support. The manager of our local chamber was enthusiastic and introduced us to a valuable chamber of commerce brochure on career conferences. We could not have operated without the advice and good will that chamber members have given throughout our program. In addition they have indirectly assisted with finances. The manager, though not always the same individual, has been a member of our board of directors since incorporation.

Entree into business or professional organizations and service clubs was often through high school parent members. Chamber of commerce introductions opened other doors. Many organizations furnish us with rosters of their members. Volunteers occasionally speak to such groups about our program activities. Annual reports and evaluations are sent to them regularly, and members of these groups serve as consultants. The Kiwanis Club, which has a national interest in vocational guidance, has twice made donations to the Menlo-Atherton High School program and has furnished the local library with Careers Research Monographs. Civic and social organizations have also supported our efforts by furnishing speakers and providing student field trips or interviews.

The civic responsibility felt by business firms and research facilities is evidenced by their willingness to serve the schools. Their public relations offices are most generous in filling requests whenever possible. It is, of course, to their advantage to do everything in their power to let the school know what kind of graduates they can use.[1] Meshing of school and industry for future employment must be achieved on every level and in every way possible. The Northern California Industry-Education Council continues to support such close relationships. Labor union representatives were among our first consultants. They continue to furnish vital information about their apprenticeship programs and membership requirements.

The California State Employment Service has worked closely with us, and private employment agencies have also given help. County, state, and local governmental departments have sent consultants in the fields of forestry, conservation, agriculture, fish and game, city planning, law enforcement, and recreation. They have also hosted students who requested vocational field trips and/or interviews.

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[1] Education for a New Era, Vanderslice, T. A., Saturday Review, January 13, 1968

In San Mateo County the Career Information Service, developed by the county Vocational Education Department, provides the answers to a myriad of questions. It is the full-time outgrowth of the successful Occupational Guidance Center held at the San Mateo County Fairgrounds.

Nearby colleges and technical schools are eager and willing to help students in making career decisions. Professional organizations have given us consistent support. The bar association, the medical society, nurses organizations, dentists, dental service organizations, and engineers are among many who have sent consultants and assisted us with their advice. Explorer posts of the Boy Scouts of America provide in-depth, pre-vocational experience for high school boys. We furnish lists of students to their district coordinator and often recommend individual students to him.

Most communities offer special vocational services of some kind. All of their resources should be used by a volunteer program. The volunteer, in turn, serves as a direct line of communication to the student. The activities of each organization, professional or volunteer, must always be regarded as complementary, never competitive. The volunteer seeks to supplement, not to supplant.

Although we have had support from many groups, it must be remembered that each contact was ultimately individual. Our files record more than 600 individuals who have personally helped students and learned to know them.

It is through this intimate personal knowledge of a school and its students that a volunteer program stimulates its individual community to support education. No stronger public relations can be built than those that result from personal interaction. A teenager who sees and talks with adults who are not his parents, teachers, or counselors becomes convinced of concerned community interest. A business or professional man who discusses his vocational experience and shares his enthusiasm with an eager teenager learns more about his local high school than newspaper headlines or coffee break gossip could ever tell him.

A new kind of support for education is on its way. Laymen wish to enter public education through the service entrance. They intend to have an active hand in its improvement. Businessmen and educators working together for the secondary school have a common goal. This is well defined by Dr. Conant who lists three objectives for a comprehensive high school:

1. A general education for all

2. A good elective program for those who wish to use acquired skills immediately upon graduation

3. A satisfactory program for those whose vocations will depend upon subsequent education in college or university[1]

If these objectives are to be achieved, school and community must work together.

---

[1] Conant, The Comprehensive High School, p. 17

IN-SCHOOL COORDINATION

Administration and Faculty

Although the original stimulus may come from volunteers who ask to do a specific job or from the school administration and faculty who ask for volunteer help, no school volunteer program could come into being without the advice and consent of the school administration. Without such endorsement a volunteer service of any kind cannot exist. With such agreement projects which otherwise would be beyond a school's personnel or budget may be undertaken.

The Career Guidance Program at Menlo-Atherton High School was proposed to the principal by a PTA committee. The principal questioned the purpose to be served by such a program, the personnel involved, and the methods to be employed. Permission to begin operation was given when he became satisfied that there was value in such a project to stimulate students' vocational awareness. Our mutual determination was that every Menlo-Atherton High School student, whatever his background and ambition, should have the opportunity to explore a wide range of vocational possibilities.

The program has been directed toward making this exploration a key factor in motivating academic achievement. Learning to think in terms of his vocational future, a student may discover reasons for classroom study. The necessity for formal education begins to fit into his total life picture when he sees men and women using scientific or communication skills in their job assignments, and algebra, biology, and English take on a practical meaning that he might not have discovered for himself.

Definition of appropriate channels for such activity was next in order. We were agreed that the program must be responsive to the needs and resources of the one high school in which we were to work. Furthermore, it must respond to change in order to succeed. The nature of specific activities would depend upon the imagination and resourcefulness of the school and the volunteers. Professional acceptance of lay efforts in public education is essential. Administration and staff must be willing to provide supervisory support, or a volunteer program is doomed to failure.

Certain ground rules were developed to simplify operation. The school would request --- the volunteers would respond to the limit of their capacity. The volunteers might suggest --- the school would approve or disapprove such suggestions. To insure mutual respect between faculty and volunteer must be constantly aware of the teacher's professional training and position and the teacher must be aware of the volunteer's competence within the agreed boundaries of the project.

The initial administrative enthusiasm about our idea was followed by the necessary supervision and support. The principal and head counselor were firm in their insistence upon standards of quality. They were courageous in making their decision to permit lay endeavor in the field of vocational information, previously reserved for professionals only. They entered into overall planning. They approved decisions about policy and public relations. They assisted in the orientation of volunteers to school procedures and regulations. An adviser was assigned from the counseling staff, adding his work with us to his regular duties.

Faculty acceptance and approval has been reassuring. We have made an intensive effort to search out and respond to faculty attitudes about our activities. Teachers, in turn, have been helpful in offering suggestions about directions and methods of the overall program. All carefully appraise the value of released-time activities, although some question the need for any further emphasis on vocational information.

We try to keep the faculty well informed. Enthusiastic teachers are our best publicity agents. Student response depends largely on positive faculty attitude.

Relations With Students

In our relations with students we have assumed that in the normal adolescent growth and development cycle there is a time of "career readiness" similar to the well-known reading readiness. We attempt to surround students with a multitude of vocational stimuli. We concentrate on providing an atmosphere which encourages the student to take advantage of such information when he is ready for it. The request-response nature of the program encourages student initiative. We hope to involve the student in some way from the moment of his first contact. He may have seen our open office door and stopped in simply to ask what the title on the door means. He may have come to a Career Chat with a friend because eating lunch under shelter was more appealing than staying outside in the rain. Our office has been a haven for many timid freshmen seeking a home away from home. Whatever the original motivation, the act is honored, and each move is met with appreciation and appropriate response.

Techniques are varied to interest different class levels. Representatives from the program have visited all freshman social studies classes during the school orientation in the fall. Using an informal questionnaire as an introductory device, the representatives talked about the program, the services it provides, and the location of the office. They particularly stressed our eagerness for individual student questions. Freshmen are among our most frequent clients as they begin to make their way in a new school situation. We fill their requests for information and supply addresses so that they may conduct their own correspondence in search of material.

Sophomores, as a group, have shown the least overt interest of any class. With their first high school orientation behind them, they seek social identification beyond all else. Our service to sophomores concentrates heavily on requests for second contacts made during the freshman year. A phone call in November often serves as a surprising reminder to Johnny Jones that he wanted to know more about automotive occupations last May. He may, however, welcome the opportunity to visit a nearby automobile shop where he can see "scope" work being done. This visit may then lead to questions about the motor company's apprentice program, union rulings, or requirements for an auto mechanic's license.

Our service to juniors is similar to that for sophomores. Juniors, however, seem to be more interested in the training period required for different occupations. We assemble displays and exhibits from various trade and technical schools. Juniors at Menlo-Atherton High School are urged by their counselors to take vocational interest tests. Whenever possible we also recommend this kind of self-examination to students, although we do not do any testing ourselves. We encourage the student to visit his counselor to discuss his career plans. Since he is often handicapped by waiting until his junior year for such planning, our Sophomore College Day came into being in an effort to motivate earlier interest.

With the cooperation of English III instructors in expository writing, students have written critical essays about various aspects of our career program. Juniors, assuming responsibility for their future role as seniors, can be extremely forthright in suggesting innovations, deletions, replacements, and general restructuring of program services. A current move to a series of small conferences centered around closely related occupations was originally suggested by juniors as a replacement for a single annual Career Day.

Two distinct services are provided for seniors. Terminal students face the problem of immediate employment. We continue to supply as much information as possible about local job opportunities. The student employment service will increasingly aid these senior students in practical ways. Coordination with the Work Experience Education program and Business English and Practical English classes will be mentioned elsewhere.

Important contacts for terminal students have been made through participation in the Industry Seminar Series conducted by the coordinator of vocational education in our district. A member of the career-guidance program has attended the seminar for two terms, sharing the opportunities extended to faculty members. Each visit has presented an overall look at a plant or business establishment. Visits were followed by discussions of entry level jobs, training and employment requirements, wage scales, and advancement opportunities. The career program works to make such contacts useful to our students.

Our other service is geared toward those who are in the process of making long-range career choices. The second-contact program arranges interviews for individuals as well as small-group forums for highly motivated students whose career preparation will demand long academic training. A wide variety of vocational experience and information is provided for those who are still in the process of determining their career goals.

Classroom Coordination

Some departments, such as Business Education and Industrial Arts, have received vocational information programs carefully coordinated with department chairmen and instructors. Other departments have been supplied with occasional pre-vocational opportunities. Physiology classes have had nurses, inhalation therapists, and pharmacists as speakers. Commercial Art classes have heard technical illustrators, sign painters, and printers discuss career opportunities. Students from these classes have visited publishing houses, studios, and advertising agencies to observe on-the-job working conditions. Business English and Practical English classes use application forms and tests from our files to learn what kinds of questions will be asked by employers and what to expect in an employment testing situation. Students learn to fill out forms neatly and accurately. Practice in reading and correct interpretation teaches potential job applicants a type of "demand English" which may be an important factor in improving their prospects for employment.

The School Resource program is an enrichment service. It functions as a booking office for faculty-requested speakers, exhibits and demonstrations. (See later section.)

District Vocational Education Service

Close coordination with the district vocational education service has been a major factor in the development of the program. The recognition of the need for a changing curriculum to prepare students for industrial and technical employment opens new doors for our graduates. Such specialized programs as FEAST will be followed by similar efforts in other vocational fields. We correlate Career Chats, released-time events, and classroom speakers to promote student interest in such new undertakings.

School Work Experience Education Program

Our cooperation with Work Experience Education students has led to day-long clinics for instruction in application and interview techniques. Local Job Opportunities panels on Career Day programs serve as pre-hiring halls for students seeking employment. Now that a volunteer employment office, the Menlo-Atherton Teen Employment Service, has been established, such services will be transferred to their domain.

Counseling

From the beginning our program has had supervision and support from the counseling staff. Students may be directed to our office to obtain vocational material by counselors as well as teachers. Counselors may request vocational interviews for individual students.

Announcements of all vocational programs are sent to counselors. We request that they recommend attendance to any students who will benefit by the experience.

Records of all student participation in program activities are kept and copies are sent to counselors for use in students' cumulative files.

Library

The informational materials chairman coordinates her material with the school library. (See section on program services.)

Extracurricular Program

Student requests for help come from clubs that wish vocational speakers or field trips. We have worked in this way with Caduceus, Future Teachers, Junior Statesmen, the Art Club, the Photography Club, The Charm and Modeling Club, and the Interracial Club.

PROGRAM STRUCTURE

Organization and Administration

The history of our program shows that we have experimented with two basically different types of organization. The first and simpler one was conducted by an appointed PTA committee. This committee had the advantage of being part of an organization of considerable history and status. PTA units or other parent groups exist in almost every secondary school. They usually furnish the logical starting place for school volunteer efforts.

However, in some communities civic organizations such as the chamber of commerce or local service clubs may wish to undertake an educational project. Religious or social groups such as the National Council of Jewish Women or the American Association of University Women may initiate such services. If so, the organization assumes a supportive role, and an appointed committee directs the specific program.

With financial and organizational problems assumed by the PTA, our volunteers were able to exert all their efforts toward the specific activities of the program. A simple committee was easy to coordinate, and could determine both policies and procedures. The director of the program was assisted by chairmen for specific functions such as recruitment and staffing, secretarial organization, informational materials, and publicity. Each chairman had a clearly delineated area of responsibility which sometimes required a committee. Coordination became more complex as the number of specific services increased.

When legal requirements necessitated the incorporation of an autonomous unit, a heavy load of responsibility fell on the volunteers. State incorporation laws demanded that a board of directors be chosen. This board included the curriculum assistant from the high school, a representative from the PTA, the manager of the chamber of commerce, the program director, and three other volunteer members of the program. The board defined policy. An executive committee was formed to direct program activities. Headed by the program director, this committee was composed of chairmen responsible for the various services provided. Developing this corporate structure required much time and energy.

There are, however, advantages to such independence. It is simpler to make procedure and policy decisions when no outside approval from a supervising group is required. The liaison nature of our program involves us equally with home, school, and community. Undue influence which might be exerted by any one of these groups can be dealt with more effectively by an autonomous agency.

Whether operating under the committee system or as an autonomous unit, we have found the following assignment of responsibilities useful:

(See page 21.)

Career Guidance Section

Director of Career Guidance Program

Provides overall coordination of entire program
Directs creative growth and development of program
Coordinates all personnel needs and assignments with recruitment and staffing chairman
Coordinates specific program activities with sub-chairmen
Prepares materials and forms and arranges for their use
Conducts program correspondence
Keeps full record of all activities
Evaluates program with school administration and volunteer personnel
Promotes positive relations between school and community

Recruitment and Staffing Chairman

Assists director in appointment of sub-chairmen
Conducts active recruiting program
Sets up and maintains personnel file using data from interest sheets
Arranges orientation and training program with director
Assigns volunteers with approval of director
Assumes responsibility for reassignment when necessary
Assigns and supervises career conference personnel

Secretary

Directs management of office
Requisitions supplies from school office
Purchases supplies which school does not provide
Handles mechanics of correspondence
Maintains central office files and records

Informational Materials Chairman

Maintains index and files of printed materials, photographs, film indexes, catalogues, and source information
Determines new materials to be added with approval of director
Screens new materials
Orders new materials
Arranges previews for films, filmstrips, and slides
Serves as Conference Center chairman
Directs displays and publicity about new materials available
Encourages student requests for vocational information
Directs response to student requests for information according to determined procedure

Second-Contact Program Chairman

Builds information files of community resources

Second-Contact Program Chairman (Continued)

Arranges on-campus Career Chats in response to student requests
Arranges off-campus field trips and interviews in response to student requests

Technical Demonstrations Chairman

Arranges released-time events in cooperation with special departments
Arranges vocational speakers for classrooms upon teacher request

Publicity Chairman

Prepares all material for newspaper, radio, etc. in cooperation with director
Arranges for all off-campus publicity photographs

Display Chairman

Prepares changing displays in permanent display cases
Arranges for all posters and signs

Duplication and Forms Chairman

Prepares all material to be duplicated following director's approval
Maintains accurate, up-to-date index and inventory of forms

School Resource Section

School Resource Chairman

Receives all faculty requests for classroom enrichment
Assigns vocational requests to technical demonstrations chairman
Assigns field trip requests to field trip chairman
Assigns all other requests to volunteers on her committee
Builds and maintains community resource file indexed for classroom enrichment

Field Trip Chairman

Arranges off-campus field trips with cooperation of instructor

Recruitment and Staffing

How are volunteers recruited and assigned for a school project? Why do they serve? What are their satisfactions? How is their interest held?

Start to recruit volunteers early in the year. Interest questionnaires and handbills may be circulated at high school PTA and parent club meetings (Appendixes 3a and 3b). A short, enthusiastic "pep talk" will encourage questions about the program. Similar recruiting may be done at feeder schools where prospective high school parents are often eager to become active and informed about high school activities. Informal conversation about program activities as well as observations of involved students will often bring forth enthusiastic volunteers. Publicity media of all kinds can be used if there is a need to recruit farther afield.

People who wish to become involved generally have an awareness of community feeling. They welcome the opportunity to learn about special problems which may exist in the school-community relationship, but it must be emphasized that the function of the volunteer is to assist the faculty and supplement the curriculum. Overly dominating people or people with a cause can be destructive. Volunteer criticism of teachers and administration cannot be tolerated.

Prospective members of a service project are primarily interested in specific jobs that need to be done. They want to be given necessary orientation and training and then to be put to work quickly.

The recruitment and staffing chairman becomes a personnel director when she begins to make assignments. Experienced in community activities herself, she can assist the director in assessing the needs of the various divisions of the program. It is essential that the recruitment and staffing chairman acquire a thorough understanding of the program, since she is responsible for the manpower that makes it work. She must balance the needs of specific activities, avoid duplication of effort, search for unusual talents to fill special needs, and find the most satisfying job for each volunteer. A vital qualification for this phase of the work is an exceptional ability in dealing with people. Recognition of volunteer capacities and limitations is not enough. The recruitment and staffing chairman must provide clear and firm direction. A blending of realistic tact and saving humor produces the flexibility necessary in this role.

In our program initial screening is done through informal interviews. Next, individuals and jobs are matched. Volunteers who wish to work with consultants and/or students need to be extroversive, alert, sensitive to people, and aware of the existing emotional climate. An individual who is uncomfortable about telephoning or meeting strangers could best serve the program in some other capacity. People with special interests in special fields can be of great help in tracking down answers to unusual requests. They are able to suggest imaginative resources and take advantage of unusual opportunities.

Volunteers who request office assignments usually wish to give three or four hours a week with no other demands made on their time. It is preferable that people who staff the office have at least some proficiency in office skills. Essential, however, is the ability to create a warm, friendly atmosphere where faculty and students may feel at home. Immediate response to people who come into the office is more important than tidying up any amount of clerical work. Office work should be done during the time when most students and faculty are in class. Necessary continuity of procedure should be facilitated by the use of whatever forms and records have been developed.

Typists who have limited time and need to work at home may be assigned to a typing pool. People with filing experience can be valuable working with informational materials or maintaining records. Volunteers who enjoy teenagers and like to drive should be assigned to field trips. Interested parents who can give only a small amount of time each year may be assigned as career conference hosts. Personnel assignment need not be hard and fast. Experience within the program will often suggest more appropriate placement than was originally made.

The executive group of any volunteer organization is made up of those people who wish to think creatively about the activities in which they are engaged. Members of this group assume directive responsibilities and usually prefer flexibility of time assignment. They must be sensitive to the liaison nature of the program and aware of the legitimate demands of students, school, and community.

All volunteers must be reliable people with the ability for honest self-evaluation. They must assess their own talents, abilities, and limitations, then follow through on their commitments of time and service. A great deal of self-discipline is involved. They must not be rigid if they are to work in a program which must continually change in order to grow.

People will remain committed to their jobs and become increasingly valuable to the program as long as they achieve a sense of fulfillment through their direct participation. This program has had minimal turnover compared with many volunteer activities which anticipate only a one-year span of service. Many of our key chairmen have been in the program for two or three years. The director has been the same throughout. Assignments may be shifted according to need, but the long-term experience of the majority of our volunteers gives necessary continuity to program activities. Our volunteers have limited opportunities for daily personal contact with students, but they feel the reflected warmth of student participation in activities they have arranged. They gain increasing awareness and understanding of educational problems. Our volunteers are sometimes dismayed that they do not receive direct supervision from individual teachers as do tutors or classroom aides. However, their service in the career-guidance program offers the creative satisfaction of finding ways to stimulate student use of abundant vocational information and the attendant opportunity to ease some of the frustrations of overburdened counselors and teachers.

Orientation and Training

Volunteers will accomplish more and will be more fully satisfied if they receive careful orientation and training. The length of time required for this training depends upon the complexity and diversity of the program. The philosophy, purpose, and content of the program should be discussed at a general orientation meeting. The importance of coordination with the school may well be presented by a school administrator. All school-directed procedures and policies must be explained. The confidential nature of certain information must be clearly delineated and carefully observed. General characteristics of the high school student's personality and normal range of behavior should be pointed out. Volunteers must be taught procedures used in the program, and they must learn how to coordinate their activities with services offered by the program office.

All legal requirements, such as chest x-rays for those who work with students, must be clearly explained. Liability involving pupil safety, property damage, and volunteer insurance is often subject to varied interpretation. Limitations must be explicitly defined by one's own school administration.

Following general orientation, specific training should be given according to volunteer assignment. On-the-job experience must be carefully supervised by the appropriate chairman. Training must be detailed and thorough.

Materials providing useful information for setting up diversified volunteer programs may be obtained from the Berkeley School Resource Volunteers or from the National School Volunteer Program.[1]

Finance

At some point two major questions must be answered: What are the costs of operating such a program? How are necessary funds obtained? Money must be available for vocational information materials and courtesies to consultants as well as expenses for conferences and conventions. In addition there are standard office costs such as postage, stationery, typewriters, telephone bills, and general supplies. Provision must be made for printing and duplicating forms. Office space and filing facilities are necessary in order to provide a focal point for volunteer activities and maintenance of records.

The program at Menlo-Atherton High School has operated on a very limited budget. For each of the first two years of full scale operation $200 was allotted from PTA funds. An additional $50, comprising equal contributions from three service clubs, was received from a youth fund administered by the Menlo Park Chamber of Commerce. In 1965-66 a $50 donation from the Kiwanis Club replaced the money contributed by the youth fund in preceding years.

PTA remains our basic support. Their appropriation was raised to $225 in 1966-67. In 1965 the school donated office space and it has assumed responsibility for telephone, stationery, and office supplies. The school has also been particularly generous and helpful in handling all our mimeographing.

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[1] NSVP Kit of Materials, Instructions for Interviews E-1, Volunteer Services F-1, Orientation and Training for School Volunteers, H-1, Recruitment of School Volunteers, D-1

As the program has grown, the need for more substantial support has become increasingly obvious. There is urgent need for paid professional coordination and clerical work to insure continuity. With these problems in mind the School Resource and Career Guidance Program was established in 1966 as a tax-exempt, non-profit corporation in the State of California. This step was taken to enable the organization to apply for research grants from non-profit corporations. As related in the history, two such applications were made. The first was not accepted, and the other was withdrawn.

Financial assistance to compile and distribute this handbook was granted from California Vocational Education Act funds following application by the Sequoia Union High School District.

Funding for school volunteer programs has been accomplished in different ways in different places. Initial support may come from local citizens' efforts, foundation grants, board of education subsidies, or a combination of these. Eventually, however, most volunteer programs move toward board of education budgeting or disappear.[1,2]

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[1] NSVP Project Report

[2] The Berkeley School Resource Volunteers operate uniquely as an autonomous unit rather than as employees of the board of education. They contract with the board for their program services.

PROGRAM SERVICES

Survey of Student Interests in Vocations

In order to establish a career program suited to the needs of your particular school it is necessary to have a valid indication of student interest. Questionnaires are valuable devices for obtaining such information. They may also be used to stimulate pre-vocational thinking. To insure complete coverage questionnaires have been administered through required social studies classes.

The first form used was a check list of interests in general vocational areas. This was administered in 1963 and again in 1964. The tabulation showed such similar results that annual school-wide administration of questionnaires has not been considered worthwhile (Appendixes 4a and 4b). Freshmen received a special questionnaire which included questions about life goals as well as areas of general vocational interest (Appendix 4d).

We responded to information gained from the original questionnaires by asking students to check a short inquiry sheet (Appendix 4c). Consultants were given a summary of the findings in each area before talking with student groups at Career Chats or on Career Day.

Faculty and selected students were later given the opportunity to rate types of activities they considered most useful in a special survey circulated by the principal. Previous catalogues of Career Day panels have been used as check lists for upper class students. Students have always indicated strong interest in specific and detailed occupations rather than in general vocational areas. Accustomed to thinking and talking about career information, our students now make frequent verbal and written requests for consultants, interviews, field trips, and special events of many kinds in particular fields of interest.

Valuable information about specialized student interests was gained from district participation in the Occupational Guidance Center.[1] Each student who attended recorded two prime vocational choices. From this tabulation we compiled our own student lists. From these lists, our second-contact program followed through to offer further experiences to interested students.

Supplying and Stimulating the Use of Vocational Information

Most high school students are from one to ten years away from active vocational or professional employment. Some seniors, however, may be only a few months away from employment. Whether a prospective training period be short or long, it is essential that this training not lead to a dead end in a declining or outmoded occupation. An adequate program must make every effort to provide valid information for students on the way to making career decisions. Developing technology with its consequent shifts in labor demands makes it difficult to supply completely accurate, up-to-date information. Prediction and forecasting of changing manpower needs is uncertain at best.

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[1] The Occupational Guidance Center was an annual career fair held at the San Mateo County Fairgrounds, sponsored jointly by the San Mateo County Industry-Education Council and the San Mateo County Vocational Education Department.

In providing a vocational information center for Menlo-Atherton High School we have assembled many brochures, clippings, and photographs about a wide variety of vocational areas and specific careers. An index of vocational film sources is also kept. Our office is constantly alert to discover new sources of information. You may start with education and training manuals of industrial firms, career pamphlets from professional organizations, releases from vocational conferences, and information from labor organizations about apprentice programs. Consultants are often able to furnish printed materials which they have prepared or approved.

As soon as your budget permits, build a small library of standard references in occupational information. Some of these materials will be available to you from your school library or counseling office. Some you will wish to have in your own office. (The text, Occupational Information, by Dr. Robert Hoppock will be a valuable guide to such a project. See particularly Chapters 1-6 and Appendix A.) Although you may choose a simple alphabetical filing system as you assemble your first clippings and pamphlets, it would be wise to move to a Dictionary of Occupational Titles classification as soon as possible.

Be discriminating in the collection and use of materials. Whenever possible have material checked by a local consultant who is actively engaged in the field concerned. Films should be previewed before showing. No information should be added to the file without some preliminary screening. Advertising, proselytizing, and obvious parlays for tuition should be discarded. Outdated material should be thrown away.

This file of material is for the use of students, teachers, and counselors. It is coordinated with the library vocational files. Entire classes may come for material to use in assigned papers and term reports. Occasionally a parent will call for help. All requests for information are recorded.

The San Mateo County Career Information Service helps strengthen our program. Their office is one of four California regional centers for Project VIEW, which originated in San Diego. A major extension of their service has been the installation of viewers in San Mateo County high schools, and other media approaches to the dissemination of career information have been investigated. Students have access to a vocational library of microfilm cards for use in the viewers. The comprehensive collection of career information provided in this way should stimulate more student awareness of vocational possibilities and requirements. It will be helpful to maintain contact with similar centers in your area.

To promote student interest in securing information frequent bulletin announcements are made upon receipt of new or unusual material. Displays and exhibits are prepared in coordination with school and local libraries. Such displays are correlated, whenever possible, with the timing of talks, Career Chats, or other special events.

When our information proves inadequate to satisfy a student's curiosity, every effort is made to secure additional information for him. Telephone calls are directed to such sources as individual consultants, recruiting offices, research laboratories, or labor unions. Every appropriate channel of information is investigated, and a search may take several weeks. Dr. Hoppock notes the profound distinction between original sources of occupational information, "the worker who does the job, the person who pays him to do it, and the government bureau which licenses and regulates employment"[1] and the "intermediate sources" which present information gleaned from the originals. Original sources cannot be kept in a file, but the volunteer must not hesitate to seek them out.

It is vitally important to recognize the initiative implicit in any student request. It is an act of courage for a teenager to appear voluntarily in a career guidance office to ask for help. His request must be met with warmth and quick response. Ask whether he wants more specific information. Give him names of people and places where he may direct personal inquiries. He is embarking on an adventure. Give him helpful direction.

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[1] Hoppock, p. 27

CHECK LIST

FILLING STUDENT REQUESTS FOR VOCATIONAL INFORMATION

1. Make time to talk with student.
2. Record student's name, second period class teacher's name, subject, and room number.
3. Find out how much he already knows about the subject.
4. Pull file, let him look through it. Answer any questions you can.
5. List pamphlets taken on charge-out sheet and program form. (Appendix 6a-1)
6. Remind student that information can be obtained from school, local, and county libraries.
7. If he wishes more information than can be given on first visit, tell him he will be notified when material is ready.
8. Prepare materials for student. Put in large envelope marked with his name.
9. When material is ready, put note in second period teacher's box addressed to student "Courtesy of __________, second period." (Appendix 6a-2)
10. Make this note in duplicate. Put carbon copy in counselor's box.
11. Material is checked out for two weeks. Ask student to return material promptly.
12. Note student's name on daily log as having been in office and requested material.
13. Make student card if none exists.
14. Enter "I.R." on student's card, subject requested, date filled.
15. Put all returned material into vocational information drawer for later filing.

Arranging On-Campus Vocational Events

Most of our vocational program activities take place on the Menlo-Atherton High School campus. Events vary in size and formality. A single classroom speaker may be invited for one period only. A formal Career Day may include more than one hundred speakers in afternoon and evening sessions.

Career Day

Some kind of career conference is perhaps the most frequently employed vocational presentation in today's high school. It is the only such event in many schools and the high point of a year-round program in others. A career conference is dramatic. It offers an opportunity for heightened publicity. It creates an atmosphere in which talented and challenging adults may tempt teenagers who would ignore quieter affairs. It must, however, be thoughtfully integrated with the total program to justify the time and effort required.

It is advisable to have an indication of student interest before starting to plan such a conference. Interests may be determined formally through the use of questionnaires filled out by sample groups or by the entire student body. If questionnaires are used, ample time must be allowed for composition, administration, processing, and tabulating. With the cooperation of an interested faculty it will be possible to reach every student. One may work through social studies classes, home rooms, or study halls.

Vital information can be obtained from questionnaires. Their publicity value is also obvious. Change in purpose will direct changes in the form of the questionnaire. Different class levels may best be served by the use of different forms. Since the use of questionnaires requires a great deal of time, the frequency of their administration must be carefully determined. Sample questionnaires and tabulations obtained at Menlo-Atherton High School are included in the appendix (Appendixes 5a and 5b).

Once an ongoing program is established, students become much more articulate in their requests for information. Volunteers become more sensitive to student needs. Further indications of student interest may come from informal conversations with faculty members and/or students. Requests often appear spontaneously at the most unexpected times. Listen! Evaluations of previous career conferences reflect rising or declining curiosity about specific fields. Discussions of general fields should be repeated, while specialties within these fields may change from year to year in order to offer wide coverage and avoid duplication. All activities included in the career-guidance program since the preceding career conference must influence planning for future conferences. Consideration of all these factors will reduce the temptation to try to do too much in a single day.

The most important part of career conference planning is to establish its purpose. This is the responsibility of the conference chairman in cooperation with the program director, and, perhaps, the executive committee.

The character of the conference must be defined in response to student need and faculty-counselor suggestion. It may be a smorgasbord of vocational teasers, spread to whet student appetites with a variety of offerings. It may be a sophisticated, highly selective presentation in one broad area such as medical careers. The career conference chairman and her planning committee must be guided by this central purpose in their choice of panels or subjects, in choice of panel members, and in varying manners of presentation. How can the program be presented to achieve maximum challenge to students? Which consultants will interact most sensitively with students and so insure clearer understanding of the subjects discussed? What classes or departments in the school will be especially enriched by this particular program?

The local community, of course, lends its color to career conferences. A city rich in industrial development will offer different resources from those of an agricultural area, a college town, or a suburban industrial park. The strengths of each specific area must be recognized as a source of potential employment opportunities whether for the terminal student, the junior college technician, the young apprentice, or the embryonic professional man. At the same time, community lacks or weaknesses must be supplemented so that high school students have a chance to learn about vocations not to be found near at hand. Take advantage of all community contacts.

Date, time, and place for a career conference must be chosen in cooperation with the school administration as dictated by its calendar. At Menlo-Atherton High School the preference has been for an afternoon session (2:30 to 5:15) followed by an evening session (7:30 to 10:15). Two periods are held in each session, assuring a choice of four panels to each student who wishes to attend full time. Length of sessions must allow ample time for each discussion, but boredom or disinterest may develop in periods that are too long.

Since local orientation is of major importance, adapt your conference time to your school schedule. Possible choices are: released time from classes during a school day; after school sessions if jobs and bus transportation problems do not interfere; or a weekend conference with a full day devoted to the program.

The choice and arrangement of panel subjects will be influenced by the decision to hold one or more sessions. If more than one session is held, it must be decided whether panel subjects should be duplicated. The committee should consider possible coordination of panels to reinforce the relationships between such fields as biological sciences and medical careers or welding and apprentice programs. Think of ways to promote the maximum impact of one panel upon another.

Requests for follow-up experiences may dictate the planning of a small session in a particular area. Such a session should be designed for students who have already had an opportunity to learn about a general field and wish to explore a specialty within that field. One year at Menlo-Atherton High School a small group of students became interested in special education teaching. During that school year they took part in a carefully planned program of events exploring different facets of such teaching. They reinforced this learning through volunteer work with educable mentally retarded students. On Career Day a panel of outstanding consultants talked with them on a level that would have been inappropriate for a general purpose session.

Panel titles frequently influence attendance and should be chosen with great care. Titles should be both informative and appealing. Students respond more positively to specific vocational titles than to general classifications. Although there are many employment opportunities in service fields, words such as "service" are anathema to high school students, and the value of euphemisms is not to be overlooked.

Time and room assignment should reflect recognition of predictable audience size as well as special demands of presentation. Events relating to popular or glamourous vocations can be predicted to have standing room only as soon as the doors open. Other vocations have limited appeal because they are not well known, because there is only a small percentage of the population engaged in such occupations, or because the occupations are not highly respected, and attendance in these categories will be low. This should be expected. The less popular vocations may perhaps be best presented at Career Chats or in the classroom.

After the first list of panels has been chosen, working copies should be prepared for use by volunteers (Appendix 5c). Additional copies go to the Conference Center chairman. She uses them as enclosures in letters to colleges and technical schools requesting material about course offerings which provide training for the occupations listed.

A second descriptive catalogue of panels is distributed to the entire student body at Menlo-Atherton High School a week before the conference (Appendix 5d-1,2,3). This is done through required social studies classes. This furnishes constructive publicity as well as a springboard for class discussion. It offers students and parents the opportunity to plan ahead and choose the panels they will attend. Since time and room numbers are indicated, catalogues may serve as auxiliary guides if programs run out.

The mechanics of panel integration and responsibility get under way when the career conference chairman calls her planning committee together. Members of this committee should be thoughtful and perceptive people, knowledgeable about community resources and able in human relations. After discussion of program purpose and panel subjects committee members should be given detailed criteria for choice in extending invitations to consultants. Professional capability and availability must, of course, be considered. However, an important factor is the adult's interest in students and his ability to reach them in relatively short discussions. Too formal an approach is rarely successful. A false camaraderie is suspect and offensive to teenagers. An adult talking about what he himself actually does provokes a more affirmative response than a highly talented public relations or personnel man telling about what someone else does. Only in pre-employment hiring situations, such as a Local Job Opportunities panel, does the teenager respond positively to this latter approach.

Whenever possible, use recent graduates from your own high school as consultants. Their relationship to the school and their candid reports of unexpected factors in vocational experience are especially meaningful. They often volunteer extremely forthright opinions about the value of certain subjects in the curriculum. High school students listen to them and tend to believe what they say.

If more than one consultant is to appear, the integration of subjects within each panel must be carefully thought out. At Menlo-Atherton High School the preference has been for three members who stimulate and catalyze each other, making for a lively interchange of ideas. Two panelists may engage in self-limiting dialogue which discourages student participation. A single consultant who is too busy to prepare and handle a presentation by himself often readily agrees to participate as a panel member. One of the consultants is invited to serve as chairman or moderator with no obligation to present conclusions at the end of the session. He introduces himself and other panel members, makes any necessary announcements, and presides over the session. Consultants have stated a distinct preference for an informal type of discussion with maximum student questioning over a formal lecture situation. They accept invitations readily and, more often than not, ask to return.

In issuing invitations to consultants we discuss the purpose of our program with each individual. After an affirmative answer is received, a personally typed letter (Appendix 5e) with an information sheet enclosed (Appendix 5f) is sent immediately. In case a person is difficult to reach by phone, a formal letter of invitation (Appendix 5h) is sent with an information sheet enclosed (Appendix 5g). About ten days prior to the conference a form letter of confirmation is sent (Appendix 5i). This gives names of panel members, indicates chairman or moderator, and repeats the conference schedule. An enclosure inquiring about possible participation in the second-contact program is included (Appendix 5j).

Committee members fill out work sheets for the identification of each consultant (Appendix 5k). The Career Day secretary is responsible for all secretarial and clerical work involved. (See check lists.) Invitations are sent to school board members, district and nearby school administrators, and community leaders (Appendix 5l).

The career conference chairman and her committee must decide whether the conference should have a keynote speaker. A challenging short address can be helpful in directing student attention to the opportunities at hand, especially when such conferences are new and unfamiliar. In-school publicity prior to Career Day helps the students know what to expect. As they become more accustomed to conference procedures, they tend to go directly to the rooms of their choice in order to get seats. They are eager to get to specific instruction and are not interested in generalities.

In place of a keynote speech we now use a "kick-off" announcement over the public address system just prior to school dismissal on the day of the conference. A second broadcast directs the audience and starts the session.

A program is distributed to each student the day before the event with the request that it be brought to the Career Day conference. Programs are available at the Conference Center for non-students. The program should contain general information about conference format, the schedule of panels with consultant identification and room number, and the time of each session. It may also identify the volunteer personnel responsible for the event. All information should be accurate, clear, and as brief as possible.

A program title can be chosen for use year after year. Ours has been Careers Unlimited. The repetitive use of a simply designed cover sheet with a change in color and date each year give identity to the publication. In addition to providing recognition value this practice saves time and decreases production costs. The program cover offers possibilities for design by art students.

On Career Day the chairman is assisted by her committee members in greeting the consultants and introducing them to one another. She is also assisted by the registration volunteers and the room hosts. A twenty-minute briefing is given to the group preceding each session. At that time the chairman outlines the ground rules of the conference. She answers questions and makes necessary last-minute announcements. At the end of the briefing student guides and maps help consultants find their assigned rooms.

Following the last period of each session consultants and students gather in the Conference Center for informal conversation and evaluation of the day. There is time to browse among materials which relate directly to the panels represented. Students often engage consultants in further last-minute conversation. Punch and coffee are made available through PTA hospitality.

Prompt letters of thanks should be sent to the consultants expressing appreciation for their assistance and giving them a brief conference evaluation. Personal notes should go to others who give special help.

Delegation of Responsibilities

Career Day chairman
Career Day secretary
Host chairman
Room arrangements chairman
Registration chairman
Conference Center chairman
Publicity chairman

Guidelines for duties presuppose a large formal conference. Suitable changes and combinations of responsibilities will occur to you as you plan your own conference. In our first large conference only three areas of responsibility were defined. The Career Day chairman was responsible for planning, coordination, and administration. Room arrangements and hosting fell to the arrangements chairman. Correspondence, duplicating, and secretarial duties were assumed by the Career Day secretary. As the conference has grown larger and more complex, the use of more volunteers has been necessary.

The Career Day chairman and the Career Day secretary must work smoothly together with a thorough understanding of their complementary function. The chairman plans activities; the secretary implements. A serene, well-organized secretary is essential to the presentation of a smoothly run conference. Her check list may seem full of minutiae, but the timing and execution of each item is very important. Meticulous instruction to her typists results in letters which give consultants and guests an image of the competence of the program. High standards give typists greater pride and enthusiasm.

The recruitment and staffing chairman often serves as the host chairman. She must be knowledgeable about her community and its volunteer resources. Career conference hosts are often parents who can serve the school only in a limited capacity and have expressed interest in this particular assignment. They are most important because of their contact with both consultants and students. Use couples whenever possible. Their combined poise and strength can be very helpful. Hosts are called together by the chairman for a briefing meeting to explain the format and purpose of the conference. This meeting is very important in stimulating enthusiasm among the volunteer hosts. Hosts are given instruction sheets (Appendix 5o) and preferred techniques for handling students, meeting consultants, taking roll, and passing out student request cards (Appendix 5p-1). They are also asked to evaluate the session they host (Appendix 5q). Display materials should be provided for the rooms when available. Each host should be instructed to check the neatness of the room to which he is assigned.

Faculty members are used as corridor supervisors because their familiarity with the student body is so valuable. Counselors are asked to be present in the Conference Center because of their experience and ease in dealing with students and parents (Appendixes 5r and 5s). All staff members seem to appreciate the opportunity to attend panels of their choice rather than being bound to one panel as a host.

The room arrangements chairman assumes complete responsibility for all physical details in staging the conference. The more careful her planning, the more pleasant the conference. In a small conference one person may assume responsibility for both hosting and arrangements. The contributions of helpful custodians cannot be too highly valued. A conference causes them extra work, and anything that can be done to ease their load by efficient planning, courtesy, and humor should be done.

The registration chairman may operate independently or as a member of the secretary's staff. In a small conference one person may serve in both capacities. The roster, to be kept at the registration desk, should contain an alphabetized list of consultants, their panel assignments, room number, and session so that consultants can be instantly reached if needed. Their name tags and envelopes, also arranged alphabetically for each session, show at a glance which consultants have not yet arrived.

The Career Day Conference Center at Menlo-Atherton High School has evolved from our year-round vocational information program. The informational materials chairman becomes Conference Center chairman. The multipurpose room, where registration has taken place, becomes a library. We display brochures, courses of study, college information, and photographs of people at work. Letters are sent to colleges, technical schools, and industrial apprentice programs (Appendix 5t) with a request for information related to training for the special fields to be covered at the conference. This material is then sorted and carefully screened. Discrimination in the use of materials prevents students from getting false or inaccurate information which is, perhaps, more harmful than no information at all. Such screening avoids obvious proselytizing by the few schools more interested in tuition than training.

The publicity chairman's enthusiasm and skill pay off in increased attendance at the conference. In-school publicity should be designed to inform students about and attract them to the conference. Off-campus publicity should be carefully tailored to provide the public with a positive and progressive school image. Press releases should recognize the generous contributions of consultants who have given their time to the conference.

CHECK LIST

RESPONSIBILITIES OF CONFERENCE CHAIRMAN

General

1. Overall program planning, coordination, and administration

2. Direction of Planning Committee re: panel integration and consultant choice

3. Coordination with:
    a. Career Conference secretary
        (1) Work calendar
        (2) All correspondence
        (3) Materials for duplication
    b. Host and corridor supervision chairman
    c. Room arrangements chairman
    d. Registration chairman
    e. Conference Center chairman
    f. Publicity chairman

4. Ultimate responsibility for substitutions, cancellations, etc.

5. Evaluation of conference

Specific

1. Appoint Planning Committee.

2. Schedule date, time, and place on school calendar.

3. Establish panel files for use by conference secretary and registration chairman.
    a. Collect information from committee members.
    b. Maintain file.

4. Prepare or assign materials and forms to be duplicated and processed by secretary. (See Appendix Section 5.)

5. Act as official conference host.
    a. Greet and introduce consultants whenever possible.
    b. Conduct consultant briefing.
    c. Obtain on-the-spot evaluation through conversation and discussion.

6. Write form letters of thanks to consultants.

7. Write special letters to those who gave special help.

(Continued on Page 39.)

CHECK LIST

RESPONSIBILITIES OF CONFERENCE CHAIRMAN

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1. Overall program planning, coordination, and administration

2. Direction of Planning Committee re: panel integration and consultant choice

3. Coordination with:
   a. Career Conference secretary
      (1) Work calendar
      (2) All correspondence
      (3) Materials for duplication
   b. Host and corridor supervision chairman
   c. Room arrangements chairman
   d. Registration chairman
   e. Conference Center chairman
   f. Publicity chairman

4. Ultimate responsibility for substitutions, cancellations, etc.

5. Evaluation of conference

Specific

1. Appoint Planning Committee.

2. Schedule date, time, and place on school calendar.

3. Establish panel files for use by conference secretary and registration chairman.
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7. Write special letters to those who gave special help.

(Continued on Page 39.)

CHECK LIST - RESPONSIBILITIES OF CONFERENCE CHAIRMAN (CONTINUED)

Specific (Continued)

8. Gather reports and evaluations from:
   a. Committee chairmen
   b. Consultants
   c. Hosts
   d. Faculty
   e. Students

9. Write total conference report.

CHECK LIST

RESPONSIBILITIES OF CONFERENCE SECRETARY

1. Coordinate work calendar with conference chairman.
2. Organize volunteer typing pool with aid of recruitment and staffing chairman.
3. Coordinate all material for duplication as directed by conference chairman.
    a. Maintain index of forms.
    b. Allow adequate time for duplication.
    c. Assign all stencil cutting to one person.
    d. Proof stencils with assistance.
    e. Request duplication of stencils according to school procedure.
4. Coordinate and direct all mailings as instructed by conference chairman.
    a. Prepare and distribute packets of instructions, model letters, stationery, etc., to typists.
    b. Direct addition of proper salutation and address of form letters.
    c. Coordinate enclosure forms with all mailings.
    d. Assign, proof, and correct all correspondence.
    e. Give letters to conference chairman for signature.
5. Maintain all correspondence records.
6. Arrange for collation and distribution of programs.
7. Prepare addenda and errata sheet if necessary.
8. Prepare prompt report for conference chairman.

CHECK LIST

CAREER CONFERENCE MATERIALS

Forms to Be Duplicated

1. Questionnaire (Appendix 5a)
2. Working catalogue of panels (Appendix 5c)
3. Descriptive catalogue of panels (Appendix 5d)
4. First confirmation (Appendix 5e)
5. Invitation (Appendix 5h)
6. Information sheet (Appendixes 5f and 5g)
7. Final confirmation (Appendix 5i)
8. Second-contact request (Appendix 5j)
9. Volunteer work sheet (Appendix 5k)
10. Invitation to community and special guests (Appendix 5l)
11. Thank you letter (Appendixes 5m and 5n)
12. Instruction to hosts (Appendix 5o)
13. Student request card (Appendix 5p)
14. Host evaluation (Appendix 5q)
15. Faculty invitation (Appendix 5r)
16. Faculty corridor supervision assignment (Appendix 5s)
17. Letter to schools and colleges (Appendix 5t)

List of Mailings

1. Invitation to consultants (Enclose information sheet.)
2. Confirmation of verbal invitation (Enclose information sheet.)
3. Final confirmation to consultants (10 days before conference)

(Continued on Page 42.)

CHECK LIST - CAREER CONFERENCE MATERIALS (CONTINUED)

List of Mailings (Continued)

4. Invitations to special guests
5. Thank you letters to consultants
6. Individual notes of thanks from conference chairman

CHECK LIST

RESPONSIBILITIES OF HOST CHAIRMAN

1. Choose parent hosts with help of recruitment and staffing chairman.

2. Consider the following factors:
   a. Fields of interest
   b. Areas of community represented
   c. Use of couples when possible

3. Coordinate faculty assistance (Appendix 5r).
   a. Assign specific duties and stations to faculty members for corridor supervision (Appendix 5s).
   b. Assign counselors to Conference Center (Appendix 5s).
   c. Leave other faculty members free to attend panels.

4. Assign and instruct hosts.
   a. Assign panel, time, and place.
   b. Hold briefing meeting one week before conference.
      (1) Explain format and purpose of conference.
      (2) Instruct in duties.
      (3) Provide information sheets (Appendix 5o).
      (4) Distribute materials for room displays.

5. Set up and staff Conference Center table with following materials for hosts:
   a. Envelopes for hosts containing:
      (1) Any special instructions
      (2) Student request cards (Appendix 5p)
      (3) Name tags
      (4) Evaluation sheets (Appendix 5q)
      (5) Pencils
   b. Panel name signs for hosts to put outside each room

6. Record attendance figures on master attendance sheet.

7. Collect and study host evaluations.

8. Prepare prompt report for conference chairman.

CHECK LIST

RESPONSIBILITIES OF ROOM ARRANGEMENTS CHAIRMAN

1. Coordinate panel room assignments with conference chairman.

2. Consider:
   a. Size of anticipated group
   b. Afternoon or evening schedule
   c. Night school schedule
   d. Grouping of rooms for best corridor supervision
   e. Physical needs of panel presentation:
      (1) Films
      (2) Laboratory demonstrations
      (3) Shop demonstrations
      (4) Stage presentations
      (5) Raised seating for improved viewing
      (6) Extra chairs when necessary

3. Coordinate Conference Center with informational materials chairman.
   a. Tables and placement
   b. Screens and display boards
   c. Signs

4. Discuss and confirm all arrangements with custodian according to school procedure.

5. List all signs needed for entire conference, and give to Art Department AT LEAST A MONTH IN ADVANCE.

6. Order necessary projectors, loudspeakers, etc. from audio-visual department.

7. Give schedule for announcements or special bells to audio-visual department.

8. Be alert throughout conference for necessary changes.

9. Prepare prompt report for conference chairman.

CHECK LIST

RESPONSIBILITIES OF REGISTRATION CHAIRMAN

1. Prepare roster of consultants from conference chairman's file.
   a. Check names and titles for accuracy.
   b. Alphabetize names of consultants.
   c. Indicate panel, time, and room assignment.

2. Prepare name tags for all consultants.

3. Prepare envelopes for consultants containing:
   a. Programs
   b. Marked maps
   c. Special instructions
   d. Last-minute information

4. Staff registration table at Conference Center with enough volunteers to serve as runners if necessary.

5. Greet consultants and direct them to briefing.

6. Prepare prompt report for conference chairman.

CHECK LIST

RESPONSIBILITIES OF CONFERENCE CENTER CHAIRMAN

1. Consult with conference chairman to determine areas of information needed.

2. Search files and check supplies of brochures, pamphlets, etc. on hand.

3. Write letters requesting materials relevant to conference subjects (Appendix 5t):
   a. To schools and colleges
   b. To professional organizations
   c. To industrial sources

4. Distribute and display materials gathered.
   a. Assemble and sort, screening with discrimination.
   b. Arrange appropriate displays.
   c. Control materials to insure adequate supplies for all sessions.

5. Staff Conference Center:
   a. Counselor hosts
   b. Volunteer helpers

6. Return any unused material to files.

7. Prepare prompt report for conference chairman.

CHECK LIST

RESPONSIBILITIES OF PUBLICITY CHAIRMAN

1. Coordinate poster contest with conference chairman and commercial art instructor (suggested prizes - $10.00, first; $5.00, second).
   a. Assign legend.
   b. Choose judges.
   c. Standards for judging:
      (1) Accuracy
      (2) Artistic excellence in design
      (3) Poster appeal
      (4) Ease of reproduction
      (5) Suitability for off-campus publicity
   d. Arrange distribution of posters in business sections of community two weeks prior to conference date.

2. Coordinate in-school publicity with conference and informational materials chairman.
   a. Bulletins
   b. Display cases
   c. School paper
   d. Corridor banner (order early from Art Department)

3. Prepare public address announcements for approval of conference chairman.

4. Prepare information for area newspaper and radio stations.

5. Arrange and schedule photographs before and during conference.

6. Send special notices to stimulate faculty involvement.

7. Watch for and save all clippings.

8. Prepare prompt report for conference chairman. Include all clippings, photographs, etc.

Classroom Speakers

Compared with making Career Day arrangements it is a simple job to bring a single speaker to a single class. In response to teacher request one might provide a veterinary student for a biology class or a sheet-metal worker for a class in metal shop. The original request may or may not include suggestions for a specific person. The assigned volunteer scans the resource file for a speaker in the field desired. She may ask a consultant for a recommendation in an allied field, or she may look through the classified telephone book. Service club rosters may prove useful. She may look through appropriate professional directories, call the chamber of commerce, or use her own knowledge of community affairs in her attempt to find the best possible person.

The invitation may be made by telephone or in person. It must be direct, definite, and accurate. The proposed consultant should be informed about the subject, size and level of class, proportion of boys to girls, length of period, and time allotted for questions and discussion. The same work sheets are used for this procedure and in the School Resource Program (Appendixes 7a through 7h).

Each vocational speaker who visits Menlo-Atherton High School is asked if he can give an additional class period for student interviews while he is on campus. If the speaker agrees, students need not leave the campus for interviews and consequently they lose minimum class time. Consultants have been positive in their reaction to these requests.

Following such a classroom presentation we ask for an evaluation from the instructor (Appendix 7h). The volunteer involved often adds pertinent information. Our evaluation sheets are scored satisfactory (S), repeat (R), or unsatisfactory (U); R or U being marked in red ink. By reading the evaluations carefully we can see the reasons for success or failure.

Each consultant is sent a prompt letter of thanks which includes comments about the class reaction to his presentation.

Some teachers may request an entire program of speakers on vocational themes. Business English and Practical English classes at Menlo-Atherton High School have each scheduled from four to ten events in one semester. Local Job Opportunities was the semester topic for one Business English class. Ten different consultants spoke about various occupations providing entry level employment for high school graduates. Much oral and written English practice was concentrated on preparation of applications and interview techniques for employment in each field. This program proved so successful and popular that, at the suggestion of participating students, we established Local Job Opportunities panels on Career Day for the benefit of all students.

With a continuing schedule such as this it is preferable that one volunteer be assigned to work with a single teacher throughout the year. The overall schedule must be carefully coordinated.

CHECK LIST

CLASSROOM SPEAKERS

and

VOCATIONAL INTERVIEWS ON CAMPUS

1. Enter faculty request in index notebook (Appendix 7a).
2. Assign volunteer to handle request.
3. Give volunteer procedure pad of work sheets and model letters (Appendixes 7b through 7f).
4. Contact consultant to arrange date, time, place, and subject (Appendix 7c).
5. Ask consultant to schedule an extra hour for interviews.
6. Confirm arrangements with consultant. (See procedure pad.)
7. Arrange room for interviews.
8. Enter date on program calendar.
9. Send confirmation sheet and evaluation sheet to requesting teacher (Appendixes 7g and 7h).
10. Enter final arrangements in index notebook.
11. Insert bulletin notices announcing speaker, date, and interview time.
12. Schedule student interviews.
13. Obtain faculty evaluation of speaker.
14. Rate evaluation S (Satisfactory), R (Repeat), or U (Unsatisfactory).
15. Write thank you note to consultant.
16. Staple all working papers with evaluation as cover sheet.
17. File all working papers.

Released-Time Events

Since students from a number of classes may be involved in a released-time event, suitable procedures must be devised for obtaining permission for their participation. Individual students who wish to attend must obtain a pass from our office or from a designated faculty member. The instructor of the class from which the student is to be excused has the privilege of approving or denying the pass and customarily requires that the student be current in his work. Released-time events must be important enough to warrant the loss of regular classroom instruction, and in any case the student will probably not be released on a day when an examination or some other essential activity is scheduled for his class.

Subjects for released-time programs may be suggested by department faculties, by our office, or by students. Our technical demonstrations series is typical of these events. Working with the Industrial Arts Department, our volunteers planned nine events, each featuring a specific technical job. Seven demonstrations were supplemented by two field trips. These specific job demonstrations were designed to show students actual working techniques, and displays of tools and equipment were brought by the participating technicians. Students were allowed to try on protective helmets, insulated gloves and other working gear, and under supervision they handled the tools to be used in the demonstrations. They saw photographs and films which incorporated the demonstration into a total work process. The demonstrations were followed by discussions of such pertinent pre-employment information as applications, testing, entry levels, pay scales, apprenticeships, and inservice training possibilities.

Released-time events have also been planned in cooperation with the Business Education Department. Dramatized interviews and applications have been followed by employment information. Similar demonstrations have been presented in office practice.

Invitational procedures for individual consultants are the same for released-time events as for any other. The volunteer in charge, however, must make adequate physical arrangements for the kind of event and size of the expected audience. To assure faculty cooperation and avoid classroom conflicts she must notify the faculty well in advance of each presentation.

Sophomore College Day is an all-day motivation and guidance presentation. English II students meet with representatives from a junior college, a state college, and a state university. These representatives discuss the various aspects of their college requirements and programs. Questions may be submitted to the speakers before each period, and the last part of each session is held open for discussion.

Career Chats

In planning the previously discussed events we work directly with faculty members, but in planning Career Chats we work alone. These non-class-oriented vocational discussions are held at lunch time or immediately after school; however, after-school meetings are difficult to arrange because of the enormous number of conflicts with other student activities. The occupational subjects are chosen from student requests, questionnaire tabulations, and faculty or volunteer suggestions. Single speakers or panels are invited in the customary way. A less formal atmosphere prevails at the noontime meetings than in the classroom. Students bring their lunches and eat as they listen. Discussion is often lively and frequently leads to field trips or interviews.

All vocational speakers are furnished with an information sheet containing an outline of topics they are asked to include (Appendix 5g). They may also be given a community resource sheet in which they are asked whether or not they wish to participate in the second-contact program (Appendix 5j).

CHECK LIST

CAREER CHATS AND RELEASED-TIME EVENTS

1. Choose subject in coordination with program director.
2. Contact consultants. Use procedure pad for each one (Appendixes 7b through 7f).
3. Check date and enter on school calendar.
4. Note date on program calendar.
5. Make room reservations and arrangements.
6. Send consultants confirmation letter (Appendix 7e), information sheet (Appendix 5g), and community resource sheet (Appendix 5j).
7. Notify administration and faculty.
8. Arrange in-school publicity notices and announcements.
9. Arrange bulletin board displays.
10. Make student passes available (RELEASED-TIME EVENTS ONLY).
11. Arrange hospitality for consultants when necessary.
12. Greet consultant and escort him to assigned room.
13. Collect passes at door (RELEASED-TIME EVENTS ONLY).
14. Pass out student request cards (Appendix 5p).
15. Note attendance.
16. Write evaluation of discussion (CAREER CHATS ONLY) (Appendix 7h).
17. Collect faculty evaluation (RELEASED-TIME EVENTS ONLY) (Appendix 7h).
18. Write thank you note to consultant.
19. File all working papers.

Second-Contact Program

The second-contact program provides follow-up service. Cards are available for student sign-ups at each program panel or event (Appendix 5p). The information from these cards is transferred to the permanent student cards in our office. A subject list compiled from these cards carries the appropriate heading over an alphabetized listing of student names, and relevant information about the students is included. Lists are sent to counselors of participants for inclusion in the students' cumulative files.

These lists of students and information about their interests are used in our office to plan field trips, interviews, and discussions. The volunteer in charge of field trips or Career Chats ascertains the occupational area in which auxiliary activities are most in demand. In conference with the program director she outlines a tentative schedule. Particular attention is given to class level, seniors being served first. The volunteer also considers the size of a proposed group, availability of good vocational opportunities, timing, and frequency of prior presentations in the same area.

The volunteer who plans any second-contact event has at hand all the information she needs to contact interested students. From their response she can make final arrangements for field trips or campus events (Appendix 8a).

Second contacts arranged shortly after the initial presentation will draw a high percentage of students who wish to follow up their original request. As many as 75% of the students will participate if the opportunity is offered within a month, while response drops as low as 10% when scheduling is delayed until the following year.

Some students show direction and purpose by requesting many contacts in the same field. Others request a wide variety of experiences in different fields. Some students have negative reactions to an experience, which may convey to them that they are not suited to a particular career. As they become better informed and more disciplined in their thinking, students use the information they have received to make increasingly realistic choices.

Time, personnel, and community resources limit our ability to fulfill requests. Occasionally we have a capricious signup. Careful questioning of the student's motive prompts his withdrawal when he realizes the real nature of the service.

Arranging Off-Campus Vocational Events - Field Trips and Interviews

Arranging off-campus vocational experiences for students is the fourth service of our career-guidance program. Students visit industrial plants and various places of business, and field trips and interviews are arranged for those who wish to learn more about a specific field which has been previously discussed on campus. Two typical trips were arranged for boys interested in drafting. These students were first taken to a helicopter plant, where the sizeable demands of lofting could be demonstrated. They were later taken to an electronic manufacturing plant, where they observed mechanical drafting operations.

Infrequently vocational field trips are planned with only an introductory discussion as part of the trip itself. In such cases the site is such an important part of the total technical operation that extended talk beforehand is wasted. One such trip took 125 students to see heavy equipment excavating for the Stanford Linear Accelerator. On a trip to Western Gear Corporation the students observed machinists at work on a great variety of equipment which would have been impossible to see anywhere else.

Every effort is made to limit our field trips and interviews to on-the-spot job experiences that cannot be duplicated in any other way. The variety of possible visits is limitless. Consultants, teachers, and volunteers must be knowledgeable about their community and recognize its vocational resources. A small group of students inclined toward business and finance might profitably spend an afternoon at a local bank or devote a morning to watching the activity in an investment office. Some other student might help at the corner service station in preparation for learning more about an oil company's training program. The community hospital offers many levels of possible career commitment, from orderly to neurosurgeon. Retail merchants may offer an hour or a day of experience in various phases of business ranging from stock to sales. An architect's office and his on-site supervision demonstrate very different aspects of the same profession.

Date, time and length of visit, size of group, and the program of activities to be conducted must always be carefully arranged with the host consultants. Our community resource sheet (Appendix 5j) furnishes us with information about the consultant's limitations in hosting our students. It would be thoughtless to ask a lawyer to entertain twenty-five students in his office. It would be extremely inconsiderate to ask an accountant for even one interview during income tax season. Just before Christmas is no time to ask a retail merchant for permission to visit his store. Seasonal work load and physical limitations affect an employer's ability and willingness to participate.

Student releases for field trips or interviews are handled in a more formal manner than passes for released-time events. Parent's, dean's, and classroom teacher's signatures are required (Appendix 8b). When a field trip originates from our office as part of a second-contact event, all students whose names are on our interest list for that career field are notified. They are informed about subject, time, date, place, means of transportation, and consultant host. The student then comes to our office either to pick up his permission slip or to explain his inability to participate. He returns his signed form on a specified day before the trip. The field trip chairman compiles an accurate student list for the attendance clerk in the school office.

Every student who fails to appear for a field trip and does not present an excuse is sent a short letter expressing regret at his having missed the opportunity and at his apparent lack of responsibility (Appendix 8d). When a student neglects to keep an appointment after the community has met him more than half way, we feel that his behavior is a reflection both on the integrity of the program and on the school.

Large groups of students are transported by school bus; small groups or individuals go by car. All bus arrangements are made by a faculty member in accord with district policy.

No operation in our program takes more of the volunteer's time than that of arranging off-campus events. Consultant, student, parent, teacher, and volunteer must mesh perfectly to insure the success of each venture. Our evaluations reflect our concern as to whether the benefits are worth the time and effort involved. In no other way, however, have we been able to convey the feel of certain vocational fields. Observation and occasional participation in actual working conditions have a reality that words about the occupation can never convey.

CHECK LIST

FIELD TRIPS AND INTERVIEWS

1. Get community resource sheet from chairman (Appendix 5j).

2. Arrange necessary details with consultant host (procedure pad, Appendixes 7b through 7f).

3. Arrange transportation.

4. Contact all eligible students as determined by second-contact list.

5. Use telephone or program form (Appendix 8a-1).
   a. Ask if student is still interested. Determine specific fields of interest and record all information beside his name.
   b. Tell student nature of trip, time, date, duration, and place to meet.

6. Fill out second-contact notice for each student who is going (Appendix 8a-2).

7. Send form to student, courtesy of second period teacher.

8. Fill out permission slip for each student (Appendix 8b).

9. Give slips to program office for student to pick up.

10. Direct return of slips by noon of day before trip.

11. Make list of students going. Give to attendance clerk in school office.

12. Take roll before starting on trip.

13. Give copy of roll to attendance clerk. Notify clerk when students return to school.

14. Write evaluation of field trip (Appendix 8c).

15. Send notice to students who did not appear and presented no excuse (Appendix 8d).

16. Write thank you letter to hosts.

17. Give completed folder to field trip chairman.

THE SCHOOL RESOURCE PROGRAM

Following Career Day 1964 we received requests from teachers for help in arranging classroom speakers. Our consultant files contained a wealth of community resource information. Why should this information be used only for career guidance? The development of a curriculum enrichment service began in 1965.

The School Resource or class work enrichment part of our program has operated in response to teacher's requests. Student requests may be honored when co-signed by a teacher. In developing such a service it is essential that volunteers establish a relationship of trust with the administration and the faculty. At no time should program members interfere with teachers or interject their own ideas about the teacher's handling of his classes. The instructor alone knows what special information or skills will truly supplement the things he has been able to provide in the classroom. Volunteers must reach an agreement with the administration about the types of events which may take place on campus. They must develop a sensitivity to the school's unique personality and pace.

The mechanics of such a program depend on the particular school involved. Most schools require specific advance permission for any outside group or individual to appear on campus. The administration must know at all times who is on campus and the subject of the presentation. Procedures must be established for such notification if they do not already exist.

Procedures for faculty requests are also necessary in order to assure a smooth working relationship. Sufficient time must be allowed for the request to be filled. Confirmation must be given to the teacher as soon as arrangements are made. Any special equipment needed must be secured. Occasionally a speaker asks that a class have special preparation for his appearance. Teachers should evaluate the event and return this evaluation to the office as soon as possible (Appendix 7h).

Careful coordination is necessary in all phases of this operation. People working in School Resources should be aware of events taking place in Career Guidance. This avoids duplication of presentations and duties. An accurate, up-to-date calendar must be maintained in the office to insure current and complete information. School Resource work sheets outline procedures to be followed for obtaining consultants for a given presentation (Appendixes 7a through 7h). Volunteers may ask the office staff for help with any correspondence or clerical work. A card for each consultant is made by the office staff and added to the community resource file.

Often volunteers must arrange for the transportation of resource people and of any special equipment necessary for demonstrations. It can be distressing to find that the assigned driver has a small foreign car and the consultant has a four-harness loom which must be brought to school with him. Transportation arrangements and schedules, like every other detail in the program, must be constantly confirmed in order to avoid embarrassment.

Field trips requested by teachers have been a part of our School Resource service. Museums, theaters, factories, and adjacent college campuses have been on the itinerary. Customarily the faculty member makes bus arrangements. Volunteers provide transportation for smaller groups.

Faculty requests have ranged from carefully coordinated lists of speakers on desired subjects in social studies and English classes to a plea for help in borrowing costumes seen on the Andy Williams show by eager student drill team members. (Request granted!)

In 1965-66 we received 108 requests from 31 faculty members, only 8 of which were not filled. During the second year a slightly higher percentage of requests went unfilled, which may simply reflect the fact that as our service grew more teachers developed more expansive ideas for supplementing their courses.

There are many sources of consultants for this part of the service. Each community will have its own special contributions to make. Discover what those specialties are. Once the program has become established, spontaneous suggestions often come from people in the community. School Resource volunteers should watch local papers for information about visiting dignitaries and special events which offer promising opportunities. A newspaper clipping file is a valuable source of information and ideas.

Consultants should be articulate people, enthusiastic about their fields. Often they are people of unusual experience and background. Above all, they should be individuals who can relate easily with young people. A Rhodes scholar or a skilled technician is wasting his time and that of the students if he cannot communicate his knowledge and experience to his audience.

In planning presentations one must always allow adequate time for questions and answers. The resulting interchange of ideas makes a prepared talk more meaningful.

In considering possible problems that one might face it is necessary to be prepared for those rare times when a consultant does not appear as agreed or when he relates so poorly that the presentation is a complete fiasco. These things do not happen often, but they do happen. One needs to take a deep breath, say "I tried!" and be honest and searching as he writes his evaluation. Pointing out the reasons for failure may prevent a similar disaster in the future.

CHECK LIST

The check list used in the School Resource program is the same as that recommended for securing classroom speakers with the exception of interview arrangements (p. 49).

RECORDS AND FILES

Records are essential to any organization. They provide the history of past activities, material for present use, and the foundation for future continuity and evaluation. Our record keeping is divided into specific areas of responsibility.

The office staff is responsible for basic record keeping, which helps insure continuity of operation. A looseleaf binder holds school facts, administrative bulletins, and written procedures for each activity in the program. These sheets can be easily replaced with up-to-date information. The notebook is readily available for consultation by any volunteer who needs to know how things are done.

An index of forms is kept in another looseleaf binder. This index lists all forms used in the program by name and by number. The duplicating and forms chairman consults this list to find the number of any form needed. She then pulls the master stencil corresponding to that number and runs off the necessary copies. Each new form is entered in this notebook. This book may also be used to keep a running inventory of forms on hand. Career Day requires a great number of special forms which are used only at that time of year. A special index inventory is maintained for Career Day with suggested dates for duplication.

Volunteers needing assistance may file requests for necessary office work. Office staffers use daily work logs coordinated by the program director. The staffer checks off jobs completed, records new activities, and files the log at the end of the day for the information of other staffers. Any activity on a particular project should be recorded on the inside cover of the project folder. It would be possible to maintain sign-up sheets which would record all student activity in the office.

Duplicate card files of volunteers are maintained. One is available in the office, and the other is kept by the recruitment and staffing chairman.

The office staff is also responsible for maintenance of the general files concerning program organization and operation. This includes correspondence, minutes of meetings, and information about program policies. You will have to determine what should be retained for permanent archives, what should be maintained in active files, and what should be discarded.

Our active files contain basic folders of practical information which are used in all phases of the program. These include local, national, and professional personnel directories. There are maps of the high school campus, nearby areas, and institutions. These are useful in locating or directing consultants, and supply necessary information for field trip drivers and students. We maintain a small standard reference library. Additional reference books are available in the counselor's office or the school library. The yellow pages in our collection of telephone books furnish immediately useful vocational references.

The vocational information materials file is maintained by a special chairman. This file contains pamphlets, photographs, and printed materials about a wide variety of vocational areas and specific careers. It contains 158 classifications indexed according to the Dictionary of Occupational Titles (Appendix 6b). We use guidelines set forth in the references below[1,2] to aid in our continuous evaluation of the material received. No material is added to our file without some preliminary screening. Periodic review keeps this information up to date. The chairman also keeps a notebook listing sources of pamphlets and other career data. Keeping a card file of this information would make it readily available. Order blanks and catalogues should be accessible, including an index of films and film sources with evaluations.

We also maintain a file of employment applications and tests from such varying companies as A & W Root Beer and the Stanford Research Institute. Civil Service applications and examination forms are on hand. All such forms are stamped VOID to prevent improper use. They are most often used in classes, but they may be given to individual students for practice use.

The Career Guidance section of our program has developed a card file of consultants indexed according to the Dictionary of Occupational Titles. This file is cross-indexed to an alphabetical file of consultant names. On each consultant's card we enter a brief notation of his activity in our program and its date, e.g., Career Chat, April 1966; Career Day, March 1967. With this record we seek to avoid overloading any one consultant.

A student file holds a card for each student who has actively participated in our program. Each participation and request for information or service is listed on the individual's card, and each contact is dated.

The School Resource chairman is responsible for the maintenance of her own consultant files indexed according to school subject. She also uses the Career Guidance consultant files. She is responsible for keeping accurate records of enrichment activities throughout the year. An index of all requests made by faculty members is kept in a looseleaf notebook. There is space for noting to whom the requests were assigned, how they were filled, and date of completion. Copies of the original faculty request are also kept in this notebook.

In each project folder there is a log sheet for all activities. Although a volunteer may use her working papers out of the office, some record of her progress should show on this log. When a request has been completed, all working papers are stapled together with the teacher's evaluation used as a cover sheet. This procedure is followed for every specific event in the program.

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[1] Guidelines for Preparing and Evaluating Occupational Materials

[2] Hoppock, Occupational Information

Complete and accurate records of all activities undertaken during the school year are essential to an evaluation of that year's accomplishments. Individual folders are kept for each faculty member served and each project undertaken. A summary of this information is contained in reports of individual chairmen. It would be both desirable and advisable that this information be entered on a central record sheet maintained in the office. It would also be very helpful to have each chairman keep a procedure book that could be handed on from year to year.

REPORTS AND EVALUATIONS

Reports and evaluations are key factors in pointing the direction for future development and change. They assist in definition of goals. We use several methods for obtaining such necessary information. Upon teacher direction various classes send us individual and group opinions of activities in which they have participated, and students sometimes send spontaneous letters expressing viewpoints and ideas about the program. Faculty members write their comments about in-class presentations on evaluation sheets supplied by the program: volunteer drivers evaluate field trips they have conducted; hostesses evaluate Career Day panels they have attended. This information is kept on file for use by chairmen and the program director in preparing annual reports as well as by volunteers planning future activities.

Each chairman writes an annual report of her activities. In addition to pointing out strengths and weaknesses in the year's work she emphasizes any special problems which she has encountered. She includes information about arrangements and suggestions about procedures which could be useful to her successors. These division reports are the basis for an annual evaluation written by the program director. Her report summarizes the year's activities, condenses the recommendations of individual chairmen, and highlights questions for consideration during the following year. The director's report also provides an historical record.

The annual report is circulated to all volunteers and faculty members. It is distributed to organizations which have shown interest in our activities. It becomes an excellent tool for public relations, since it helps maintain community interest in the projects undertaken by our volunteers. The Annual Report and Evaluation is the most widely distributed piece of information about our volunteer program. It is often sent to other schools in response to their requests for more information about our services.

CHECK LIST

REPORTS AND EVALUATIONS

1. Items to be considered in the report of a specific activity should include:
    a. Activity presented
        (1) Type
        (2) Origin (faculty, student, program)
        (3) Students involved (type, number)
        (4) Success or failure
        (5) Reasons for success or failure
    b. Total number of students asking to repeat or vary their experience
    c. Acceptance (evaluation) by faculty
    d. Acceptance (evaluation) by students
    e. Total number of consultants involved
    f. Acceptance (evaluation) by consultants

2. A total program report and evaluation should include a summary of the information gathered from specific reports. Additionally, it should include:
    a. Total number of activities
    b. Total number of students involved
    c. Community acceptance
    d. Comparison with specific program objectives
    e. Projection of values into future activities

CAUTIONS AND WARNINGS

There are possible pitfalls in a project such as the one that has been described. A serious yet often excused weakness of a volunteer program is overenthusiasm. Magnificent ideas must not be allowed to lead to commitments that cannot be met. Even more damaging are commitments that can be met -- but just barely. Volunteers who overextend themselves can be drained for weeks as they seek to recover. On the other hand, the program must provide adequate challenge for creative endeavor. People will not voluntarily commit themselves to dull and unrewarding activity. They simply stay away!

Enthusiasm will be dangerously limited if too few people become deeply involved. There must be a continuous attempt to spread the work load and responsibilities among volunteer personnel. The program itself will die if it becomes the property of one or two individuals. The burden of continuity and coordination may be heavier than most volunteers are willing or able to carry. There is often too much dependence on personal memory.

Volunteer efforts are prone to certain predictable weaknesses. The human tendency to gossip is a forbidden luxury for school volunteers. Since they often have access to privileged information, they must be circumspect in guarding it. No frivolous or malicious criticism of school policy, faculty members, staff members, consultants, students, or fellow volunteers can be tolerated. Serious personnel problems may arise and interpersonal conflicts may be magnified as a result of careless conversation.

The program cannot survive without adequate supervision and support from school professionals. Should difficulties arise with school personnel, try first to identify the problems, then to devise the means to solve them. If problems result in open conflict, both sides will suffer. Smoldering misunderstandings can be even worse. Occasionally someone will try to use volunteer service as a means of exerting personal influence. Such people can usually be identified by proper screening, and they should be assigned to activities where no pressure can be applied. They must either reeducate their thinking or resign.

Continuity in any program depends upon accurate record keeping and ready access to information, especially when a large number of people is involved; yet too much paper work may destroy volunteer spontaneity. A skillful balance must be maintained in this area.

The vocational purpose of this program necessitates some specialized warnings. Care must be taken to balance the vocational choices offered. You must make sure that neither academically-oriented college-preparatory students nor technically-inclined terminal students are overly favored. One group must not be considered more deserving than the other.

Make every effort to protect those community members who are generous enough to serve as consultants. Careless overdemands are often made upon those who have already given a great deal. Respect the boundaries of time and professional commitment set down on the community resource sheets. Make sure you have accurate records of each individual's participation. Unless you have specific permission from a consultant, do not give his name to other individuals or organizations. Presumably his offer of help is for your school alone. If a name is recommended to you, follow that recommendation to the letter, but remember -- the man in question may not know that he has been so honored. You may need to bow out gracefully.

The handling of controversial speakers and subjects is a matter of policy which you will have to decide with your school administration. You would not wish to embarrass the school, its students, or a consultant.

"Many programs are the victims of their own success."[1] When results are well received, requests for help often exceed the limits of volunteer time and energy. Volunteer administrators and school personnel must be cognizant of this possibility and strive to avoid it.

The nature of the services described makes it mandatory for volunteers to seek and accept the advice and counsel of school professionals as to the purpose and extent of the program. Members of the administration and faculty are responsible for the educational philosophy and practice in school and district. It could not be otherwise, else students would attend a loosely-structured experiment where "no one cares" and "anything goes." Wildly prolific and non-integrated volunteer activities cannot be permitted for fear of possible damage to school and students. Responsible direction and high professional standards challenge volunteers to do their best work for education.

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[1] Project Report, NSVP

CONCLUSIONS

Obviously the Career Guidance Program at Menlo-Atherton High School was not the result of a master plan. It grew like Topsy. Conclusions cannot be drawn from previously delineated hypotheses, because there were none. Our experience, however, firmly convinces us that:

1. Volunteers can be effectively used in a program of this kind.
2. Such volunteer effort must be approved and directed by the administration.
3. Direction of the program should be on a professional basis because of the relentless demands for coordination and continuity.
4. Relationships with community parents, consultants, and volunteer workers give high school students more than vocational enrichment.
5. School-community relationships can improve with mutual interchange of ideas and activities.
6. Such a program can provide the community with the kind of information which leads to active efforts in support of public education.

WHERE DO YOU BEGIN?

We believe the gathering of vocational information to be an ideal channel for volunteer service to secondary school education. This service could, of course, begin at the elementary school level if it is appropriately designed for younger students. Any program that can increase the two-way communication between inquiring students and adults who wish to share their vocational experience bridges the gap between the exit from formal academic preparation and the entrance into occupational responsibility and in doing so makes the crossing less traumatic for the youngsters.

How can you help students prepare to enter the adult community as working members with realistic life goals? If a single direction could be given for the adaptation of a career information program, it would be this: "Be sure you design it for your high school, your students, your community. Make it your program!"

The materials in this handbook and the chronicle of their use are intended to spark a chain of creative and critical thinking about the needs of your particular situation. We hope the forms included will serve as time savers and reminders, but they must be varied and tailored for your own use.

Starting in a small way is the key to success. Initial action may come from school personnel or from volunteers. Any part of the pilot program described in this handbook might be your first step. If your program meets a need, it will grow naturally. Don't overburden it at the beginning with too many grandiose plans.

You could start at the request of an individual instructor to arrange vocational consultants to supplement any class. Examine your school course schedule for classes in which help could be appropriately suggested. A single volunteer could make telephone calls, write letters, and secure necessary transportation for a teacher-directed program of this kind. Additional vocational field trips would be possible if a volunteer coordinator assumed responsibility for arrangements.

The staffing and maintenance of a vocational information center is perhaps the best possible starting point. In spite of the fact that many schools are pressed for space, a spot can always be found for a table for brochures and pamphlets, bookshelves, a bulletin board, or a display case. The school librarian may welcome help in displaying vocational materials. A small waiting room in the counselor's corridor or a corner in the main office could be used for handout materials such as the New York Life Insurance Company career series or for a collection of course guides from nearby colleges.

Talk with a commercial art teacher or student publicity chairman about a poster contest on career themes. Use these posters with coordinated books, clippings, and brochures in the school library and on classroom bulletin boards to point up specific vocational goals. These posters will serve a double purpose: the student artists must do some career thinking as they prepare their designs, and use of the completed posters as permanent publicity material touches other students. They are more apt to stop and look at a vocational display if it is distinguished by student art work.

Make sure that all posters become the property of the volunteer program after judging. They will be useful in the future. Stretch your funds to offer first and second cash prizes. Money is an incentive dear to the hearts of teenagers. If possible arrange to have the posters on view at the chamber of commerce, at a local public library, or in elementary feeder schools.

Student pre-career groups are often in drastic need of adult sponsors. Volunteers could serve as advisers to the Future Teachers, 4H Clubs, Junior Statesmen, and art, medical, photographic, and scientific groups which are active in many high schools. Cooperation with Boy Scout Explorer activities is always appropriate. The organization of a new group is not beyond the realm of possibility!

In some high schools students themselves present a career conference. Support for their efforts and suggestions for possible follow-up programs might be a good starting point.

The chamber of commerce or a local service club may spearhead school-community career experience in your area. Offers of assistance with coordination or amplification of an existing program would be appropriate.

Local job opportunities should be explored, presented, and encouraged in every appropriate manner. All possible assistance should be given to young people in search of jobs. Although you may start in a small way, develop this service as soon and as practically as you can. Consider using a series of classroom discussions or released-time programs on application, testing, and interview techniques. The Work Experience Education supervisor or the employment office at your school could perhaps use your help.

Industrial groups or the area's Human Resources Commission may become interested in organizing a job fair. The nearest state employment office may be involved in a "World of Work" symposium. Offer your help. This could be your starting point.

In actual fact, your starting point will be the moment of decision that this is your time to move into the rapidly changing vocational picture and help make it understandable to high school students.

A young Negro leader has said, "When a blood is gigging (working), he's too busy counting money to pick up rocks!"[1] The jump-off-the-cliff feeling that faces a high school graduate or dropout with no foreseeable future must be prevented. The increasing lack of purpose among college students can be seen as evidence of this same inability to project into tomorrow's role as a producing adult. Today's youth may find meaning as he works today or prepares to work tomorrow.

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[1] Torrence, Mike, quoted in Palo Alto Times, April 11, 1968.

The view from the bridge can be made an exciting challenge rather than a frightening spectacle if the young adult has explored some means of travel from where he stands to where he wants to go. Information, education, and experience are essential to help him cover the distance. What can you do to start him on his way?

APPENDIX

INDEX

SECTION I Records of School Resource and Career Guidance Program's Vocational Presentations

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Appendix 1
SECTION I

Menlo-Atherton Career Guidance Program

SUBJECTS AND METHODS OF PRESENTATION

CODE:
cd - Career Day Panel
cc - Career Chat
cr - Classroom Presentation
rt - Released-Time Event
ft - Field Trip or Interview

Presentations on the career fields listed in the following chart have been specifically presented to Menlo-Atherton High School students during the four-year period covered by this study. The nature of the presentation is indicated by the code.

Subject	1963-64	1964-65	1965-66	1966-67
ADVERTISING	cd	cc ft	cc cc ft	cd
AERONAUTICS TRAINING	cd	cd	cd	
AGRICULTURE				
Animal Husbandry		cd	cd	
General	cd	cd ft	ft	
AIRLINE EMPLOYMENT - MEN				
Flight Control		cd	ft	ft
Flight Crew	cd	cd		
Ground Crew	cd	ft	ft	
Maintenance	cd	ft	ft	
Pilot Training	cd			cd
AIRLINE EMPLOYMENT - WOMEN				
Flight Instruction				cd
Hostess, Stewardess	cd	cd	cd	cd cc ft
APPRENTICE PROGRAMS				
Automotive			cd	cd ft
Mathematics Aide (NASA)		cd	cd	
Naval Shipyard			rt	rt
Standards	cd cc			cd
Use of Apprentice Programs	cd cc	cd		
ARCHAEOLOGY			cr	
ARCHITECTURE				
Architect	cd cc ft	cd ft	cd	cd
City Planning		cd	cd	
Engineering Consultant		cd		
AUTOMOTIVE OCCUPATIONS				
Body Repair		cd		
Diesel Mechanics		cd		
General		cd ft ft	ft	ft
Maintenance			cd	cd ft
Manufacturing		cd ft		ft
Service Station Employment	cd	cd	cd	
BIOLOGICAL SCIENCES				
Bacteriology			cd	
Behavioral Biologist				cd

Subject	1963-64	1964-65	1965-66	1966-67
BIOLOGICAL SCIENCES (CONT.)				
Biochemistry		cd		cr
Biology	cd ft	cd		
Exo-Biology	ft	cd		
Health Sciences	cd	ft		
Junior Museum	cd	cd		
Life Science Research	cd			
Marine Biology			cd	
Medical Technician			cd	
Nutrition	cd			
Pharmacology		cd	cd cr	
Radio Biology	cd			
CAREER DECISIONS	cc	cc	cc	
CIVIL SERVICE AND GOVERNMENT				
City	cc	cd		
Federal		cd ft		cr cd
State		cd		
CLERICAL, OFFICE				
Business Machines		cd		
Business Services				cd
Court Reporting		cd	cd	
Office Management	cd			
Office Procedure		ft	ft	
Sec. Service, Private	cd			
Secretary			cd ft	
Secretary, Legal	cd		cd	
Stenographer				cd
Switchboard		cd		ft
Training	cd			
COLLEGE INFORMATION		cc	rt	rt
COMMERCIAL ART				
Graphic Arts			cd	
Illustration, Books			cd	
Illustration, Tech.	cd		cd	cd
Printing, Lithograph	cd ft			
COMPUTERS				
Computers	cd			
Computer Training			cd	
Maintenance				cd
Operation				cd
Programing				cd
CONSERVATION				
Fish and Game	cd	cd	cd	
General		ft		cd
CONSTRUCTION AND BUILDING TRADES				
Carpenter		cd		
Contractor	cd	cd ft		
Electrician		cd		
Plumber		cd		

Subjects and Methods of Presentation (Cont.)

Appendix 1 (Cont.)
SECTION I

Subject	1963-64	1964-65	1965-66	1966-67
COSMETOLOGY				
Instructor				cd
Operator	cd			cd
Owner-Manager				cd
Training	cd	cd ft	cd	cd
DATA PROCESSING				
General	cd	cc ft		cd ft rt
Key Punch		ft		
DENTISTRY AND ASSOCIATED SERVICES				
Dental Assistant	cd	cd	cd	
Dental Hygienist	cd	cd	cd	
Dental Technician	cd			
Endodontist			cd	
General	cd	cd	cd	cd
Orthodontist	cd	cd	cd	cd
Periodontist		cd	cd	cd
DRAFTING				
Aeronautical		cd ft ft		
Architectural		cd	cd	cd
General		cd		
Mechanical		cd		
EARTH AND SPACE SCIENCES				
Aerospace Exploring	cd			
Astronomy			ft	
Cartography	cd ft			
Geology	cd	cd ft	cd ft	
Project Apollo			cd	
Space Sciences		cd		
Water Resources			cd	
Weather Forecasting		cd		
ECONOMICS AND BUSINESS				
Economic Planning			cd	
Economic Research	cd	cd		
Economist		cd	cd	
Employment Forecast		cd		
Market Research			cd	
ELECTRONICS INDUSTRY (See also Techniques and Technicians)				
Employment Opportunities				cr cr
General			ft	
EMPLOYMENT				
Application, Testing, and Interview Techniques			rt rt	rt
Employment Opportunities			cd cr cr	
Personnel	cd			
ENGINEERING				
Aeronautical	cd			
Aerospace		cd		

Subject	1963-64	1964-65	1965-66	1966-67
ENGINEERING (CONT.)				
Chemical	cd		cd	
Civil, Structural	cd ft	cd	cd	
Electrical, Electronic	cd	cd ft	cd	cd
General		cd	cd	
Industrial			cd	cd
Mechanical	cd	cd	cd	cd
Mining		cd		
Petroleum	cd	cd		
FASHION				
Apparel Industry			cd ft	
Fashion Careers			cd	
Merchandising	cc ft ft	cd		
FINANCE AND BUSINESS				
Accounting	cd ft	cd	cd	cd
Banking	cd ft	cd	cd ft	cd
Business Administration	cc	cd ft	cd	
Investments, Securities	cd	cd	cd	cd ft
Real Estate Development	cd			
FINE ARTS AND CRAFTS				
Ceramics			rt	
Jewelry			cd	cd
Painting		cd	cd rt rt	cd
Sculpture			cd	cd
FLORIST				cd ft
FORESTRY				
Fire Prevention	cd	cd	cd ft	
General	cd ft	cd	cd	
Lumbering		cd	cd	
HOTEL, RESTAURANT, AND FOOD				
Food Service	cd	ft	cc	ft
Hotel and Motel Employment	cd cc		cc	
Restaurant Employment		ft	cd ft	
INTERIOR DECORATION	cd	cc ft		cd
JOB CORPS			cr	cr
JOURNALISM AND PUBLISHING				
Books		cd		
Newspapers	cd ft	cd ft	cd cd	
Periodicals	cd	cd		
LABOR AND TRADES				
Instrument Maintenance			cd	
Machines and Operators		cd		
Machinists	cd		rt	
Mechanics			cd	
Sheet Metal Work	cd	cd		rt
Welding			rt rt	cd rt
LANGUAGES	cc	cc ft		
LAW AND THE COURTS				
Attorney	cd cc ft	cd	cd	cd

Subject	1963-64	1964-65	1965-66	1966-67
LAW AND THE COURTS (CONT.)				
Courts, Judiciary		cd ft	cd ft	cd
District Attorney	cd ft	cd		cd
Legal Training			cd	
Patent Attorney		cd		cd
LAW ENFORCEMENT				
F.B.I.	cd	cd	cd	cd
Highway Patrol		cd	cd	cd
Police Department	cd	cd	ft	
Police Training			cd	
Probation Department	cd ft		cd	cd
Sheriff's Office		cd	cd ft	cd
LIBRARY SCIENCE				
Bookshops and Rental Libraries	cd			
General		cd ft	cd	
Medical Libraries			cd	
Periodicals			cd	
MATHEMATICS				
Computation and Analysis		cd ft		
Pure Mathematics	cd	cd	cd	
MEDICAL SERVICES				
Hospital Administration and Service	cd	cd	ft	
Inhalation Therapy			cd	cd
Occupational Therapy			ft	ft
Physical Therapy	cd	cd	ft	ft
Surgical Technician			cd	cd
MEDICINE AND SURGERY				
Aerospace Medicine	cd			
General Practice			ft	ft
Internal Medicine	cd		cd	cd
Medical Electronics		cr		
Medical Training	cd cc	cd	cd	cd
Medical Research	cd			cr ft
Neurosurgery	cd			ft
Obstetrics		cd		
Orthopedics			cd	
Pediatrics		cd	cd	
Psychiatry			cd	cd
Surgery	cd	cd	ft	cd
X-Ray		cd		
MILITARY SERVICE	ft	cc		
MODELING				
Professional	cd	cd	cd ft	cd cc(5)
Training				cd
NURSING				
Aide				cd
General - R.N.	cd cc	cd ft	ft	cd
L.V.N.				cd

Subject	1963-64	1964-65	1965-66	1966-67
NURSING (CONT.)				
Public Health	cc			
Training	cd	cd	cd	cd
Psychiatric				cd
OVERSEAS CAREERS				
Foreign Trade				cd
Government Service	cc		cd	cd
International R & D				cd
Peace Corps	cd	cd cc	cd	cd
Thos. A. Dooley Foundation			cd	
PERFORMING ARTS				
Dance				cd
Music			cd rt	cd rt
Theater	cc		cd ft cc	cd
PETROLEUM INDUSTRY			ft	
PHARMACY	cd			
PHOTOGRAPHY				
Camera Shops	cd	ft		
Marine				cd
Technical	cd			
Training			ft	cd ft
PHYSICAL EDUCATION AND SPORTS				
Corrective Physical Education	cd			
Horsemanship		cc ft		
Physical Education	cd	cd		
Professional Athletics	cd		cd ft	
PHYSICAL SCIENCES				
Chemistry	cd	cd		
Metallurgy	cd	ft		
Nuclear Research				ft
Organic Chemistry	cd	cd		cd
Radar Telescope			ft	
Physical Chemistry				cd
Physics	cd	cd ft	ft	ft
Sonics		cd		
PLANT SCIENCE AND LANDSCAPING				
Horticulture		cd ft	ft	
Landscape Design	cd ft	cd ft		
POLITICS		cc		
PSYCHOLOGY AND COUNSELING				
Behavioral Sciences	cd	cd	cd	
Child Psychology		cd		
Clinical Psychology	cd	cd	cd ft(3)	ft
Educational Counseling	cd cc	cd		
Industrial Counseling	cd	cd		
Psychiatric Social Work			cd	cd
Psychiatry - See Medicine and Surgery				
Religious Counseling			cd	

Subject	1963-64	1964-65	1965-66	1966-67
PSYCHOLOGY AND COUNSELING (CONT.)				
Social Work Counseling	cd	cd		
RADIO AND TV TECHNOLOGY				
Communications				cd
Radio Engineering				cd
Repair Technician		cc ft		
Video Engineering				cd ft
SALES AND MARKETING				
Automobile	cc	cd		cd
Food Sales	cd			cd
Insurance			ft	
Real Estate		cd ft		ft
Retail	cd	cd	cd cr	cd cr
Wholesale			cd	
Work Experience	cd			
SOCIAL SERVICE				
Case Work	cc		cd	cr
Family Service				cd
Medical			cd	
Red Cross		cd		
Youth Service		cd		cd
TEACHING				
Art		cd		
College		cd	ft	
General	cc		cc	ft
Elementary	cd	cd	cd ft ft	cd ft
Secondary	cd	cd	cd cc ft	cd
Music		cd		
Pre-School			cd	
Special Education	cd	cc ft	cd cc(3) ft(3)	ft
Training	cd			
TECHNIQUES AND TECHNICIANS				
Advancement and Training	cd			
Electric		cd	cd	rt
Electronic		cd	cd	rt rt
Employment Requirements	cd			rt
Gas Line				rt
Glass Blowing				rt
Instrument		cd		
Marine Drafting and Models			cd	
Plastic Fabrication			cd	
Plastics, Use of			cd	
Telephone Line Work				rt
TRANSPORTATION AND SHIPPING				
Air		cd		
Shipping		cd		
Trucking		cd		

Subject	1963-64	1964-65	1965-66	1966-67
VETERINARY MEDICINE AND CARE				
Care of Research Animals				ft
Veterinary Medicine	cc ft	ft	cc ft(3)	cd
WRITING				
Creative	ft(3)	cd		
Fiction	cd	cd		cd
Magazine		cd		
Non-Fiction				cd
Technical			cd	cd cr

SAMPLE - Letter Enlisting Community Support

Dear ____________________:

In an endeavor to enlarge our Career Guidance Program, the ___________ PTA is asking for community assistance. A meeting will be held at ______________________ (place) on ______________ (date) at ______________ (time). The director of the district vocational program will briefly point out the urgent need for guidance that exists in this area, the severity of our own local "dropout problem," and the various resources within the school program.

Knowing your interest in the youth of the community and their welfare we feel sure that you will agree that the ultimate success of any guidance program depends on community willingness to accept its responsibility in preparing our young people to become earnest, happy, and dependable citizens. We hope that a representative of your group will be able to meet with us and will be prepared to answer the following questions:

1. Can you assist in supplying people to serve as consultants and/or speakers in guidance programs?
2. Do you have printed matter, filmstrips, posters, or demonstration material of any kind which we might use for such programs?
3. Can you give us ideas for continuance of vocational guidance within the community? Could you accept a high school student who seriously requests such a privilege as a visitor in your store, office, plant, or other place of business? Could you take time to answer his questions and thus make his visit more meaningful?

Will you be so kind as to let us know whether or not we may expect you or your representative at the meeting on ____________? If it is impossible for you to meet with us then, will you send your answers to the proposed questions to us before the meeting?

Thank you very much.

Sincerely,

Chairman, Careers Program

Community Organizations Invited to Participate
in Origination of
Menlo-Atherton Career-Guidance Program

American Association of University Women
American Legion
Boy Scouts of America, Live Oak Council
California State Employment Service
Chamber of Commerce, Menlo Park

City and County Officials
  Atherton Police Department
  Menlo Park City Manager
  Menlo Park Police Department
  Menlo Park Recreation Department
  San Mateo County Probation Department, Juvenile Division
  San Mateo County Sheriff's Office

Community Affairs Committee
Congress of Racial Equality
Girl Scouts of America, San Mateo Council
League of Women Voters
Menlo Park Boys Club
Menlo Park Recorder
Menlo Park Women's Club
National Association for the Advancement of Colored People
Peninsula Council of Churches

Professional Organizations
  Business and Professional Women's Club
  National Secretaries Association
  San Mateo County Bar Association
  San Mateo County Medical Association

Sequoia Union High School District
  District Coordinator of Vocational Education
  District Superintendent
  Principal, Menlo-Atherton High School

Service Clubs
  Exchange Club
  Kiwanis Club
  Lions Club
  Rotary Club
  Sertoma Club
  Soroptomist Club
  Zonta Club

Young Men's Christian Association

SAMPLE

SCHOOL RESOURCE AND CAREER GUIDANCE PROGRAM

VOLUNTEER INTEREST SHEET
DATE________________________

The School Resource and Career Guidance Program of Menlo-Atherton High School asks that everyone willing to assist in this program complete an interest sheet. This will enable you to work in the area that will be most satisfying to you, which will also increase the effectiveness of the program.

____
Volunteer's Name (given and surname) Husband's Name

____
Address Telephone

ACTIVITY PREFERENCE - check one or more -

CAREER DAY
____Hostess
____Secretarial (Jan., Feb., March)

SCHOOL RESOURCE
____Arrange for classroom speakers, demonstrations, exhibits

INFORMATION MATERIALS
____Files
____Display
____In-School Publicity

OFFICE
____Typing
____Filing
____Tabulating

SPECIAL ABILITIES - please list on back of sheet.

YOUR SPECIAL FIELD OF INTEREST
____Art
____Business Education
____English
____Language
____Science
____Social Studies
____Industrial Arts
____Mathematics
____Homemaking
____Physical Education
____Music
____Other:________________________
____No Preference

PUBLICITY
____Newspaper

Days available (circle) Mon., Tues., Wed., Thurs., Fri.
Days not available (circle) Mon., Tues., Wed., Thurs., Fri.

I prefer: ____Morning
____Afternoon
____No preference

I prefer: ____Working at home
____Working at school
____No preference

PLEASE RETURN TO CAREERS BOX
IN MAIN OFFICE

SAMPLE - Recruiting Handbill

BUSY?

SO ARE WE!

WORKING TO ENRICH OUR STUDENTS' PROGRAM AND ADD TO THEIR VOCATIONAL INFORMATION

WE NEED YOU, TOO, FOR THESE REASONS...

TO VOLUNTEER YOUR SPECIAL TALENTS, SKILLS, ABILITIES

TO DEMONSTRATE TECHNIQUES OR SHOW FILMS

TO DISPLAY OR EXHIBIT COLLECTIONS OR MATERIALS OF SPECIAL INTEREST

TO TYPE, TELEPHONE, OR FILE

TO STAFF OUR OFFICE WHICH IS NOW OPEN IN ROOM ______

MONDAY	9:00-3:00
TUESDAY	12:00-3:00
WEDNESDAY	12:00-3:00
THURSDAY	12:00-3:00
FRIDAY	12:00-3:00

TELEPHONE ____________________

SCHOOL RESOURCE AND CAREER GUIDANCE PROGRAM

SPONSORED BY MENLO-ATHERTON PTA, MENLO PARK CHAMBER OF COMMERCE

SAMPLE - Student Questionnaire Sent to
Whole Student Body

Appendix 4a
SECTION IV

Name ______________________ Class: Freshman Sophomore Junior Senior

Home Address ____________________ Parent's Name ____________________

The purpose of this questionnaire is to find out how your school may help you to obtain the kind of job you want after you leave Menlo-Atherton. Your answers will be studied carefully and an attempt made to give you the opportunity to begin making plans, and supplement existing plans, with the aid of someone already in the fields which appeal to you most.

1. What will you do when you finish high school?
   Seek employment ______ Marry ______ Get further education ______
2. Have you chosen your future career? ______ What is it? ______________
3. Can you name any of your courses which you hope will help you in your future career? ______________________________
4. Are you employed, seeking employment, or actively training in other ways (outside of school) which will help you toward your future vocation? (Examples: Merchant - selling, stock boy, delivering; Dietician - working as a waitress, salad girl, bake shop) Please describe: ______________
   ____
5. Would you welcome help in selecting and planning your vocation -- in learning more about getting a job or entering a profession? ____________
6. If it were possible to have consultants in your field of interest at Menlo-Atherton regularly during fourth and fifth lunch period, would you like to talk with them? ______
7. Would you attend a CAREERS PROGRAM at Menlo-Atherton? ______
   Would you like to invite your parents? ______
8. Have you attended a CAREERS PROGRAM at any time? ______ Where? __________
   __________ Was it helpful? ______ How could it have been more helpful?
   ____
9. Would you prefer to hear someone give a talk about certain careers ______
   or to have the opportunity to discuss careers with such a person? ______
   Check one.
10. Following is a partial list of vocations. Check the three that interest you most. Please write in any vocational interest you wish more information about if it is not listed.

Aeronautics
Agriculture
Airline Employment
Architecture
Automotive Industry
Biological Sciences
Building Trades
Business Machines
Business
  Administration
  Accounting
  Production
Civil Service (Govt.)
Clerical-Secretarial
Commercial Art

Cosmetology
Dentistry and Associated
  Services
Education
Electronics
Engineering
Fashions
Food Service
Garage, Service Stations
Geology
Industrial Psychology
Journalism
Labor Relations
Law
Law Enforcement

Manufacturing
Mathematics
Merchandising
Medicine-Surgery
  Research
  Technician
Military Service
Modeling
Nursing
Physical Science
Sheet Metal
Social Work
Veterinary Medicine
Other: ____________
____

Appendix 4b
SECTION IV

1963-64 Tabulation of Questionnaire

1. What will you do after high school?

231	Seek Employment
53	Marry
1,172	Continue Education
2	Military Service
2	Don't Know

2. Have you already chosen a career?

638	Yes
558	No
65	Don't Know

3. Would you like help in selecting or planning a vocation?

1,130	Yes
86	No
65	Don't Know

4. Would you visit with a consultant during lunch period?

964	Yes
169	No
47	Don't Know

5. Would you attend a Careers Program at Menlo-Atherton?

841	Yes
235	No
143	Don't Know

6. Would you invite parents?

518	Yes
435	No
81	Don't Know

7. Have you attended a Careers Program?

177	Yes
1,053	No

Was it helpful?

132	Yes
48	No
2	Don't Know

8. Would you rather hear a talk or have a discussion on careers?

557	Hear a Talk
696	Have a Discussion

1963-64 Tabulation of Questionnaire (Cont.)

Vocations that Interested Most Students	
Aeronautics	58
Agriculture	50
Airline Employment	166
Architecture	115
Automotive Industry	72
Biological Sciences	113
Building Trades	24
Business Machines	48
Business	39
Administration	84
Accounting	45
Production	15
Civil Service (Govt.)	53
Clerical-Secretarial	102
Commercial Art	101
Cosmetology	83
Dentristry	85
Education	218
Physical Education	9
Electronics	80
Engineering	166
Fashions	117
Food Service	28
Garage-Service Station	29
Geology	38
Industrial Psychology	17
Journalism	73
Labor Relations	12
Law	148
Law Enforcement	41
Manufacturing	11
Mathematics	91
Merchandising	33
Medicine-Surgery	105
Research	35
Technician	32
Military Service	102
Modeling	109
Nursing	102
Physical Sciences	66
Archaeology	7
Anthropology	5
Sheet Metal	28
Social Work	120
Veterinary Medicine	50

Vocations Written in by Students	
Forestry	25
Theater Arts	24
Psychology	19
Music	18
Diplomatic Service	17
Interior Decorating	18
Animal Husbandry	13
Languages, Foreign	12
Drafting	11
Writing	10
Radio	8
Machinists	7
Sports	7
Advertising	5
Photography	5
Home Economics	5
Landscape Architecture	4
Pharmacology	4
Peace Corps	3
Religion	3
International Relations	3
Real Estate	3
Heavy Equipment	2
Industrial Design	2
Stock Broker	2
Travel Agent	2
Politics	2
Art	2
Dietician	1
Telephone Operator	1
Automation	1
Hotel Management	1
Social Sciences	1
Economics	1
History	1
Barber	1
Mechanic	1
Optometrist	1
Surveyor	1
Merchant Marine	1
Truck Driver	1
Space	1
Printing	1

Appendix 4c
SECTION IV

SAMPLE - Follow-up to Student Questionnaire

NAME ______________________________

Freshman Sophomore Junior Senior

Telephone ______________________

ADDRESS ___________________________

Circle lunch period: 4th 5th

Thank you for your answers to the recent career choice questionnaire. A wide range of interest was indicated, a tabulation of which you may see on the bulletin boards outside the library and _____________________________.

The community has responded by offering opportunities to talk with representatives of various vocations here at Menlo-Atherton. In some cases, as in law, visits to professional offices will be arranged. We now need to know in which vocational fields you wish to attend meetings.

I will attend meetings in the following vocational fields:

1.

2.

3.

Please check which of the following facts you wish to know about your vocational field of interest.

Educational requirements
Experience necessary
Apprentice program
How to apply for a job
Wage or salary scale
Opportunity for advancement
Fringe benefits
Inservice training

Trade-union membership
Age requirements
Is the field growing or declining?
Varied opportunities within the area
Skills or abilities needed
Non-material advantages
Other: __________________________
____

SAMPLE

School Resource and Career Guidance Program

INFORMATION SHEET - FRESHMAN

In order to make our Career Guidance Program truly one of request and response, we need your help. The answers to the questions below will tell us something of what you want in vocational information. Thank you for filling it out.

Have you ever thought of what you hope to do for a living? ______________

Have you made any decision concerning it? ______________

When do you think you will make this decision? ______________

Would you welcome help before making such a decision? ______________

Would you prefer to:

Talk with people about a particular kind of work? ______________

Listen to people talk about what they do? ______________

Visit places of work? ______________

Read about different vocations? ______________

Learn about further training to prepare for work you like? ______________

Would you attend a discussion giving general information about making career decisions? ______________ At noon? ______________ After school? ______________

Would you attend Career Chats about specific vocations? ______________

At noon? ______________ After school? ______________

In what three vocations are you the most interested?

1. ______________
2. ______________
3. ______________

Do you have an immediate request for our program? ______________

____

____

If so, please sign your: NAME ______________ TELEPHONE ______________

ADDRESS ______________

Appendix 5a
SECTION V

SAMPLE - Circulated to Entire Student Body

NAME ______________________________

Freshman Sophomore Junior Senior
(Please circle)

PHONE ___________________

The following occupations are under consideration for Career Day, March 2, 1965. Please check four (4) which you might wish to attend.

____Agriculture
____Animal Husbandry
____Airline Employment
____Architecture
____Landscape Design
____Biological Sciences
____Clerical, Secretarial,
and Office Procedures

Conservation
____Forestry
____Soil
____Fish and Game

____Construction and Building Trades
____Cosmetology
____Creative Writing
____Dentistry and Associated Services

Engineering
____Civil
____Mechanical
____Electronic
____Aeronautical
____Electrical
____Chemical

____Fashions

Finance
____Banking
____Accounting
____Investments
____Business Administration

Journalism and Publishing
____Books
____Magazines
____Newspapers

____Hotel and Restaurant Operations
____Law and Courts
____Law Enforcement
____Library and Information Science
____Lumber

Mathematics
____Applied
____Pure

____Medicine
____Medical Services
____Military Service
____Physical Sciences
____Psychology and Counseling

Sales
____Automobile
____Insurance
____Real Estate
____Retailing
____Other

Social Sciences
____Economics
____Government
____Social Welfare

Teaching
____Elementary
____Secondary
____College
____Special Subjects

Transportation
____Air
____Truck
____Bus
____Railroad

If you want information on any occupation that is not included on the above list, please write that occupation below.

Is there a particular trade or skill in which you are interested? If so, please name it below.

Circulated Through Industrial Arts Classes - 1965-66

CAREER DAY CHECK LIST
(Showing Tabulation of Responses)

In order to bring to the high school people who can be helpful to you in learning about specific trades and occupations, we need to know which ones interest you most. Please check four from this list:

Name ______________________ Phone __________ Class __________

TRADES AND SKILLS

- 38 Airline Mechanics and Maintenance
- 1 Appliance Repair
- 6 Assembly Line
- 67 Auto Mechanics and Maintenance
- 3 BOAT BUILDER
  - 18 Plastics - Forming
  - 18 Wooden Construction
- BUILDING TRADES
  - 2 Air Conditioning
  - 23 Carpenter and Roofer
  - 1 Carpet Layer
  - 40 Electrician
  - 1 Furnace Installation and Repair
  - ____ Glazier
  - 7 Mason (Brick and Concrete)
  - 5 Painter
  - 4 Plasterer
  - 12 Plumber
- 12 Cabinet Maker
- 19 Crop Dusting
- 14 Diesel Mechanic
- 6 DRAFTSMAN
  - 26 Aeronautical
  - 61 Architectural
  - 21 Marine
  - 35 Mechanical
  - 21 Technical
  - 1 Typographical
- 39 Electrical Technician
- 5 Electroplating
- 11 Heavy Equipment Maintenance and Repair
- 7 Instrument Technician
- 5 Lithographer
- 5 Longshoreman
- 1 MACHINIST
  - 1 Foundryman
  - 1 Maintenance
  - 12 Lathe and Milling
  - 2 Pattern Maker
  - 12 Tool and Die
- 5 Oil Worker
- 2 PIPE FITTER
  - ____ Steam Fitter
- 11 Printer
- 5 Railroad Employment
- 7 SHEET METAL WORKER
  - 6 Coppersmith
  - 4 Ornamental Iron
- 2 UTILITIES MAINTENANCE AND REPAIR
  - 4 Lineman
  - 5 Poleman
- 12 Welding
- 2 Other

OCCUPATIONS AND SERVICES

- 3 AIRLINE EMPLOYMENT
  - 6 Flight Steward
  - 7 Freight Handler
  - 1 Loadmaster
  - 15 Pilot
- 8 Barber
- FOOD SERVICES
  - 27 Cook-Chef
  - 8 Waiter
  - ____ Institution Work
- 23 Heavy Motorized Equipment Operator-Earth Worker
- 25 Hotel and Restaurant Employment
- 20 LANDSCAPING
  - 5 Lawn Care
  - ____ Maintenance
  - 4 Spray Rigs
  - 5 Tree Trimmer
- 5 Janitorial-Custodial
- 12 MACHINE OPERATOR
  - ____ Manufacturing Factory Operator
  - 1 Other
- 11 Newspaper Occupations
- 8 Parking Lot Attendant
- ROUTEMAN
  - 7 Milk
  - 6 Bakery
  - 1 Laundry
  - 2 Warehouseman
- SALESMAN
  - 3 Auto
  - 14 Department Store
  - 18 Insurance
  - 1 Photo Supplies
  - 3 Real Estate
  - 2 Stockbroker
  - 2 Other
- 14 Sign Maker
- SWITCHBOARD OPERATOR
  - ____ PBX
  - 6 Telephone
- 34 Truck Driver
- 5 Utilities Plant and Station Operator
- 2 Other

CAREER DAY PANELS AND JOB WORKSHOPS

February, 1966

A - Afternoon
E - Evening

Panels

E - Aeronautics and Airline Employment

A - Agriculture and Animal Husbandry

A - Airline Employment (Women)

E - Architecture and Architectural Drafting

E - Automotive Occupations

A & E - Biological Sciences

E - Clerical, Secretarial Specialties

E - Commercial Arts

E - Conservation and Forestry

E - Cosmetology

E - Dentistry and Associated Services

E - Earth and Space Sciences

E - Economics and Business Research

A & E - Engineering

A - Fashions and Modeling

A - Finance and Business Administration

Job Workshops

A - Ampex

A - Dorsett

E - Hotel and Restaurant Employment

Job Workshops (Continued)

E - Lockheed

A - Pacific Telephone

E - Raychem

E - Journalism and Newspaper Publishing

E - Law Enforcement

A - Law and the Courts

A - Library Sciences

A - Mathematics, Pure and Applied

A - Medical Services

E - Medicine and Surgery

E - Overseas Careers

A - Painting

A - Performing Arts

A - Photography

E - Professional Athletics

A & E - Psychology and Counseling

E - Sales and Marketing

E - Sculpture, Ceramics, Jewelry

A - Social Welfare

A & E - Teaching

E - Writing

Descriptive Catalogue of Panels

CAREERS UNLIMITED 1966

Menlo-Atherton High School

Tuesday, March 1

CATALOG OF VOCATIONAL AREAS WITH PANEL DESCRIPTION

1. Aeronautics and Airline Employment (Men) — Evening
   Description of two-year and four-year courses in aeronautics at College of San Mateo and San Jose State College. Variety of airline job opportunities from flying to maintenance.

2. Agriculture and Animal Husbandry — Afternoon
   Mr. A----- and Mr. B----- from the Agricultural Extension Station at Half Moon Bay discussing specific job opportunities in agriculture.

3. Airline Employment (Women) — Afternoon
   The Chairman of Stewardess Recruitment from United Air Lines and a TWA stewardess presenting films and discussion.

4. Architecture and Architectural Drafting — Evening
   Drafting, design, individual building, engineering consultants to architecture, city planning.

5. Automotive Occupations — Evening
   Working with cars and trucks in service stations, Chrysler apprentice programs, Consolidated Freightways maintenance department.

6. Biological Sciences — Afternoon and Evening
   Marine biology, biochemistry, laboratory technicianship, medical research, physiology, pharmacology, bacteriology.

7. Clerical, Secretarial Specialties — Evening
   Unusual opportunities of special interest, court reporters, executive secretaries, legal secretaries.

8. Commercial Arts — Evening
   Advertising, technical illustrating, lithography and graphic arts, illustrating children's books.

9. Conservation and Forestry — Evening
   Representatives from California Departments of Forestry, Fish and Game, as well as private industry. Job opportunities as game wardens, foresters, in lumbering operations.

10. Cosmetology — Evening
    Instructor and students from the College of San Mateo.

IMPORTANT -- PLEASE TAKE THIS HOME

CATALOG OF VOCATIONAL AREAS WITH PANEL DESCRIPTION (CONT.)

11. Dentistry and Associated Services — Evening
General dentistry, pedidontia, and orthodontia. Opportunities as a dental assistant or hygienist.

12. Earth and Space Sciences — Evening
Exploration and conservation in Earth Sciences; Mr. C-----, Observatory Director from the Foothill Space Sciences Center.

13. Economics and Business Research — Evening
Career areas open to economics majors; opportunities for women, specialties.

14. Engineering — Afternoon and Evening
General engineering, civil and structural, industrial, sanitary, automotive and mechanical, chemical, electronic and electrical.

15. Fashions and Modeling — Afternoon
Miss D----- from the Patricia Stevens Finishing and Career School, San Francisco.

16. Finance and Business Administration — Afternoon
Banking, business administration, investments, accounting.

17. Hotel and Restaurant Employment — Evening
One of the areas of highest employment in the Bay and Peninsula areas. Representatives from hotels, motels, catering services, and Interstate Hosts, Inc.

EACH ONE OF THE JOB WORKSHOPS LISTED BELOW WILL PRESENT A DEMONSTRATION OF SKILLS AND MATERIALS USED IN ONE OR MORE SPECIFIC OPERATIONS. CHECK CAREFULLY FOR YOUR OWN INTERESTS.

18. Ampex (Job Workshop) — Afternoon
Skills needed for jobs as electricians and electronic technicians.

19. Dorsett Plastics Company (Job Workshop) — Afternoon
Marine drafting, boat building, model making.

20. Lockheed Corporation (Job Workshop) — Evening
Use and forming of plastics.

21. Pacific Telephone (Job Workshop) — Afternoon
Framing, wiring.

22. Raychem Corporation (Job Workshop) — Evening
Drafting, machining.

23. Journalism and Newspaper Publishing — Evening
Representatives from the Menlo Park *Recorder*, Palo Alto *Times*, Redwood City *Tribune*; the reporting, editing, and business management of a newspaper.

CATALOG OF VOCATIONAL AREAS WITH PANEL DESCRIPTION (CONT.)

24. Law Enforcement — Evening
Officers from the Police Department, Sheriff's Office, California Highway Patrol, FBI; led by Professor E----- of San Jose State's Police School.

25. Law and the Courts — Afternoon
From law school up! Judge F-----, City Attorney G-----, law clerk H----- I-----.

26. Library Science — Afternoon
Medical and technical library opportunities, as well as those offered in general libraries.

27. Mathematics: Pure and Applied — Afternoon
Many of tomorrow's jobs require mathematics. Professor J----- from Stanford, leading a discussion of College of San Mateo's computer training and NASA's apprenticeship opportunities in this field.

28. Medical Services — Afternoon
From a wide field of opportunities, inhalation therapy, surgical technicianship, and nursing - either as a registered nurse or an LVN - will be presented.

29. Medicine and Surgery — Evening
Four leading physicians and surgeons will discuss medical training and the specialties of general surgery, internal medicine, orthopedic surgery, and pediatrics.

30. Overseas Careers — Evening
Want to work abroad for two years or a lifetime? Government service, the Peace Corps, the Thomas A. Dooley Foundation.

31. Painting — Afternoon
Mr. K-----, portrait painter, and Mr. L-----, abstract artist.

32. Performing Arts — Afternoon
Area artists in music, theater, and dance - including M----- N-----, O----- P-----.

33. Photography — Afternoon
The College of San Mateo's outstanding opportunities in photographic training, as well as the specialties of marine and technical photography.

34. Professional Athletics — Evening
The probabilities of a career in professional sports: football, tennis, golf - led by Q----- R-----, S----- T-----, U----- V-----, W----- X-----.

35. Psychology and Counseling — Afternoon and Evening
Afternoon session presenting distinctions between psychiatry, clinical psychology, guidance, and testing.
Evening session exploring Behavioral Sciences, religious and counseling psychiatric social work.

CATALOG OF VOCATIONAL AREAS WITH PANEL DESCRIPTION (CONT.)

36. Sales and Marketing — Evening
Life of a salesman! Advertising, retail and wholesale selling.

37. Sculpture, Jewelry — Afternoon
Y----- Z-----, sculptress, and A----- B-----, jewelry designer.

38. Social Work — Afternoon
Focusing particularly on opportunities in the area of family and youth service. Representatives from Family Service Agency, medical-social work, Juvenile Probation Department.

39. Teaching — Afternoon and Evening
Afternoon - Special Education, led by Dr. C-----, Children's Health Council Director.
Evening - Pre-school, elementary, secondary school teaching.

40. Writing — Evening
Professional writers: D----- E-----, F----- G-----, H----- I----- discussing technical, magazine, and creative writing.

Field trips and other Second Contact opportunities are in the planning stage and will be announced in all Career Day panels. Many of the dates have already been set. These experiences, of course, are offered only to those who attend the preliminary panel discussions and sign appropriate request cards.

The Conference Center in "J" building will display materials and brochures from area colleges, universities, and technical schools relating to vocational areas presented at the conference. Plan to spend some time here.

If you seriously desire information about a particular aspect of any vocation listed on the program, please put a note to that effect in the Career Box, Main Office, or bring it to D25. It will then be given to the proper consultant before the conference.

SAMPLE - Confirmation

Date

Dear ___________________:

Your participation in Menlo-Atherton High School's annual Career Day on Tuesday, March 1, 1966, will contribute much toward the success of the conference and we deeply appreciate your willingness to help give our students a realistic appraisal of possible careers open to them in your particular field.

Careers Unlimited 1966 is an opportunity for students to receive vocational information and stimulating challenge in the more than thirty panels and round-tables planned during afternoon and evening sessions. It is the focal point of a career guidance program that operates at Menlo-Atherton High School throughout the school year offering realistic, timely material relating to career opportunities and the preparation and training requirements for them. The program as a whole, and Career Day as an individual event, is sponsored by the high school, the Menlo-Atherton Parent-Teacher Association, and the Menlo Park Chamber of Commerce.

A Conference Center in "J" building will be open during both the afternoon and evening sessions where additional information on the vocations will be available. Area training schools, colleges, and universities have been invited to present schedules and descriptions of their courses, particularly those closely related to the vocations discussed in the conference sessions. A special period following the conference sessions will be allotted for free discussion among students, panel consultants, and college advisors at the Conference Center.

You will be (moderating) (serving on) the panel discussing ______(fill in)______ in the ______(fill in)______ session, and will be asked to represent your particular specialty within that field. Enclosed is a sheet with more specific information concerning the purpose and format of the conference sessions.

Students will be able to attend two periods in each session, a total of four with both afternoon and evening participation. Parents also are cordially invited to be present.

Career Day at Menlo-Atherton High School would not be possible without the interest and generosity of people like yourself. We are very grateful to you.

Sincerely,

Mrs. J. M. Mullen
Chairman
School Resource and Career
Guidance Program

MM:
____(Phone Number)____

SAMPLE

CAREERS UNLIMITED - 1966

Menlo-Atherton High School | Tuesday, March 1

Afternoon Session - 2:30-5:15 p.m.
Period I - 2:30-3:30 p.m.
Period II - 3:40-4:40 p.m.

Evening Session - 7:15-10:00 p.m.
Period I - 7:15-8:15 p.m.
Period II - 8:25-9:25 p.m.

This annual Career Day Conference is sponsored by Menlo-Atherton High School, the Menlo Park Chamber of Commerce, and the Parent-Teacher Association. There is an afternoon session and an evening session, each consisting of two periods so that two separate groups of students may come to each panel. Announcements over the public address system will begin and end each period. A short briefing of consultants in the Conference Center will precede both sessions.

Each session will conclude with an Open House in the Conference Center where consultants, students, faculty members, and parents may continue informally the contacts made in the conference rooms.

Consultants generously donate their time, energy, and experience to our program. They come from all possible types of life work and are drawn first from our own local community and then, as the need occurs, from ever-widening circles of contact. They are grouped into panels or roundtables according to related occupations and the moderator-consultant of each group serves as chairman, representing his own field of interest and introducing his fellow consultants. He is not responsible for a summation or conclusion since this is simply an exploratory conference. Each consultant makes a brief presentation of about ten minutes of his own specialty, covering points outlined below, and then encourages active student participation through questions and answers leading to general discussion.

The following questions may help you compress your material into the limited time available. These students want and need realistic, up-to-date, accurate information and should be neither overly wooed nor overly discouraged. We seek to promote a counseling atmosphere rather than that of a lecture.

WHO ARE YOU AND WHAT DO YOU DO? Amplify your introduction in any meaningful way. Describe your vocation, places of employment, and working hours. Give specific information about any equipment you work with and the conditions under which your work is performed, as well as delineating to some degree its role in today's world.

WHAT OPPORTUNITIES DOES YOUR VOCATION OFFER? Give method and level of entry, wage or salary scales, advancement possibilities, fringe benefits, inservice training, and any unusual advantages (travel, non-material enjoyment, community service).

HOW CAN STUDENTS PREPARE THEMSELVES? Give realistic appraisal of educational requirements, licensing or certification, special skills or abilities needed, character or personality demands, age, opportunities for pre-vocational experience, and any apprentice, experience, or trade-union limitations.

CAREERS UNLIMITED - 1966 (CONT.)

IS YOUR FIELD GROWING OR DECLINING? What is the outlook for continued employment?

ARE THERE DISADVANTAGES? Are there long periods of training preceding earnings, unusual hazards, particular physical or emotional demands?

WHAT ARE THE SOURCES OF ADDITIONAL INFORMATION? As you can see, we are asking for a "force feeding" program of information, but this is only the first contact! A feature of our continuing program is the "second contact," requested by the student who wants to know more. Visits, interviews, and special field trips may be offered by many consultants, business organizations, offices, shops, plants, and factories. Are you one of these? If so, we will gratefully organize the rich opportunity for follow-up offered to genuinely interested students.

Should you desire further information, please call Mrs. J. M. Mullen, (phone number).

SAMPLE

School Resource and Career Guidance Program

Menlo-Atherton High School

INFORMATION SHEET

Thank you for consenting to help in our Career Guidance Program at Menlo-Atherton High School. Our consultants come from many types of life work. They generously donate their time and experience to our students.

During Career Conferences they are customarily grouped in panels according to related occupations. The moderator-consultant of each panel represents his own field of work and also introduces his fellow consultants. He is not responsible for a summation or conclusion. Each consultant makes a brief presentation, not more than ten minutes in length. The latter part of each period is spent in active student discussion.

The following check list may help you compress your material into the limited time available. Realistic, up-to-date information is essential. We seek to promote a counseling situation rather than that of a lecture hall.

WHO ARE YOU AND WHAT DO YOU DO?

Description of vocation, place of employment, working hours
Specific information regarding special tools, equipment, or working conditions
Variety of job levels within each vocational field

WHAT OPPORTUNITIES DOES YOUR VOCATION OFFER?

Method and level of entry
Wage or salary scale
Inservice training
Advancement possibilities
Fringe benefits
Unusual advantages (travel, community service)
Social and psychological satisfactions

WHAT DISADVANTAGES?

Long training preceding earnings
Unusual hazards
Particular physical or emotional demands

HOW CAN STUDENTS PREPARE THEMSELVES?

Skills and abilities needed
Character or personality demands
Physical capacities
Educational requirements
Opportunities for pre-vocational experience

INFORMATION SHEET (CONT.)

HOW CAN STUDENTS PREPARE THEMSELVES? (CONT.)

Licensing or certification requirements
Age, experience, trade-union limitations

IS YOUR FIELD GROWING OR DECLINING?

Outlook for continued employment
Time lapse between high school and employment

SOURCES OF ADDITIONAL INFORMATION

Printed materials
Movies, slides, other visual aids
Professional organizations
Visits and interviews for on-the-job experiences

Should you desire further information, please call our office, (phone number), between 9:00 a.m. - 3:00 p.m. Monday, 11:00 a.m. - 3:00 p.m. Tuesday through Friday.

NOTE: With appropriate variation, this sheet may be used throughout the year for consultant information.

SAMPLE - Invitation to Speakers

Date

Dear __________________:

Careers Unlimited 1967, our fourth annual vocational information conference, will be held on Tuesday, March 7, at Menlo-Atherton High School. The Menlo-Atherton Parent-Teacher Association and the Menlo Park Chamber of Commerce join the high school in sponsoring this program for the challenge and guidance of our students.

In afternoon and evening sessions panel discussions and technical demonstrations are presented by generous and experienced men and women of the community who share with our students their accurate, up-to-date knowledge of career opportunities, preparation and training requirements, and special vocational fields. Particular emphasis is placed upon specific categories of interest as well as the many levels of training and competence within each career area.

It is our great privilege to invite you to serve at this conference as (moderator-consultant, consultant) on the panel discussing ____________________________ __________________. Will you represent (specific area) in the (afternoon, evening)? This session will run from ________ to ________, preceded by a short briefing at ________ in the "J" building Conference Center. Here you can meet your fellow panelists prior to the session.

Additional information about the purpose and format of the conference is available to you in the enclosure. Please note that each panel is to be presented twice to accommodate separate groups of students.

This conference depends for its existence upon the interest and generosity of adults willing to serve the needs and challenge the ambitions of our students. We will be honored if you will join us in its presentation.

We earnestly await an early, affirmative reply.

Sincerely,

Mrs. __________________________
Chairman
Career Day

(Telephone Number)
(Office Hours)
ABC:
Enclosure

SAMPLE - Final Confirmation

Date

Dear ________________:

Thank you for your willingness to participate in Careers Unlimited 1966, our annual vocational conference at Menlo-Atherton High School, on Tuesday, March 1, 1966.

(You have received, Enclosed is) an information sheet related to the organization of the conference. The moderator of each group will serve as chairman, introduce members of the panel, and also participate in the discussion. We suggest that you each be prepared to give a brief (ten minute) presentation at the beginning of each session to stimulate meaningful questions. Discussion will be most informal, the group being free to break into smaller units or individual conferences in the latter part of each period if this is advantageous. The probable size of each session is difficult to predict, but our attempt is to counsel with students and parents rather than lecture to them.

With your generous interest and cooperation, we are sure of a stimulating and worthwhile experience. We are very grateful to you. We are listing below information concerning your panel.

☐ Afternoon
☐ Evening

PANEL TITLE	SESSION	ROOM
SUBJECT	MODERATOR	COMPANY AND/OR TITLE
SUBJECT	CONSULTANT	COMPANY AND/OR TITLE
SUBJECT	CONSULTANT	COMPANY AND/OR TITLE
SUBJECT	CONSULTANT	COMPANY AND/OR TITLE

Sincerely,

Mrs. J. M. Mullen
Chairman
School Resource and Career
Guidance Program

(Telephone Number)
MM:
(Enclosure if applicable)

SAMPLE

COMMUNITY RESOURCE INFORMATION SHEET

Thank you, first of all, for the assistance you are giving the School Resource and Career Guidance Program at Menlo-Atherton High School. It is invaluable and without it the program would not exist.

May we ask you further for assistance, where possible without too much difficulty, in our Second Contact operation? This feature of our year-round program seeks to fill the requests for further information in any specific vocation made by students whose interest has been stimulated by the first general orientation discussion. Your own occupation will suggest whether an interview, an office visit, a special field trip to shop, office, factory, or other place of business would be appropriate.

Can you offer such an opportunity to small groups of students who seriously request such a privilege? If so, we will gratefully organize, at your convenience, this ongoing experience. So that we may not impose on those who for various reasons cannot participate in this venture, and so that we may be properly informed concerning the necessary restrictions of those who can take part, will you be good enough to fill in the sheet below and return it to us.

Thank you very much.

School Resource and Career Guidance Program

....

Name of Consultant ______________________________

Profession ______________________________

Name of Your Company ______________________________

Business Address ______________________________

Telephone ______________

Do you wish to participate in our Second Contact Program? Yes _____ No _____

If the above answer is "Yes," what size group do you prefer? ______________

Are there time restrictions? Hours ______________

Days ______________ Seasons ______________

Can you give a brief description of the type of experience your occupation could best offer these students? (e.g., office visit, plant installation, heavy equipment, maintenance station, etc.)

Is there some unique aspect of your work that students can only see on the job?
Yes _____ No _____ What is it? ______________

How long should such a visit last to be meaningful without being unduly long?

SAMPLE

VOLUNTEER WORK SHEET

CONSULTANTS

Invitation ________________
Confirmation ______________
Final Confirmation ________
Card Made _________________

Occupational Classification Specific

Last Name First Name

Title or Position

Company Phone

Business Address Town

Home Address Town Home Phone

Career Day Panel and Date Afternoon Evening

REMARKS: ____

By Volunteer ______________

Date ______________

SAMPLE - Invitation to Community - Schools

Date

Dear ____________________:

Our fourth annual conference, Careers Unlimited 1967, will be held Tuesday, March 7, at Menlo-Atherton High School. Please join us as we continue our year-round program of career information furnished by generous consultants and tailored to the specific interests of our student body.

The high school, the Menlo Park Chamber of Commerce, and the Parent-Teacher Association join in sponsoring Career Day which will present more than forty panels in an afternoon (2:30 - 5:15) session and an evening (7:15 - 10:00) session. Each session will offer the same panel twice, enabling the student to inform himself on four career areas. Our technical offerings will be coordinated with the year-long program which has been operating this year in the Industrial Arts Department, and we are offering for the first time discussions of Local Job Opportunities for the terminal student.

The Conference Center will have displays and brochures from local schools and colleges showing course offerings related to careers discussed in this year's panels. At the close of both afternoon and evening sessions there will be time in the Conference Center for informal discussion between counselors, panel members, students, and parents.

The school-community relationships developed through this program of vocational guidance have been most meaningful to us and to our students. We look forward to seeing you on March 7.

Sincerely,

Mrs. ______________________________
Chairman
Career Day

AB:

SAMPLE - Thank You Letter

Date

Dear _________________:

Thank you for making possible Careers Unlimited 1966 and for sharing with our students your information, experience, and enthusiasm about the vocations which are yours. As valuable as the factual materials and aids to decision making which you supplied are to our young people, we feel that your greatest gift was the generous sharing of yourselves as people - warm, interested adults with time to talk and time to listen.

Our Second Contact Program is already under way, thanks again to your cooperation. Arrangements for field trips, large and small, personal interviews, and continuing discussions will continue throughout the school year. Student requests for this part of our program are heavy in response to your stimulating presentations.

Our total attendance of 1,883 (one panel still unreported) was most gratifying, particularly in light of heavy absences due to flu and the exceedingly uncooperative weather.

Several of you replaced a colleague who was ill or for other reasons could not be present. We are particularly grateful to you even though we regret the absence of our original consultant. The courtesy of many consultants in arranging for their own substitutes is especially appreciated.

Conference Center consultants and materials from schools and colleges play such an important role in this conference that you must have special thanks. Informational materials were widely used and in many cases sign-up sheets had to be made up to hold requests for depleted supplies.

Thank you also for the many constructive criticisms and instructions you have been kind enough to give us. Please write us a short evaluation of our program, if you can spare the time. Such assistance is a great help in shaping future efforts.

We hope that you felt the genuine interest and challenge of our students as they approach decision making in the area of career choice. This and our deep gratitude may be partial repayment for your help.

Sincerely,

Mrs. J. M. Mullen
Chairman
School Resource and Career
Guidance Program

(Phone Number)__________
MM:

SAMPLE

Date

Dear ________________:

Thank you for your generous help in presenting Careers Unlimited 1967 to our students. They should greatly benefit from the factual information you could provide, as well as from your response to them as young people worthy of your attention. Close to 1,800 people attended in the afternoon and evening.

The Second Contact Program has already begun, thanks to your cooperation. Arrangements for small, carefully planned field trips and personal interviews will continue throughout the school year. Student requests for this part of our program grow out of the stimulus you provided by your participation in the panel discussions.

We are always grateful for your constructive suggestions which help us plan our future efforts. Please write us a short evaluation of our program if you have time.

We hope you felt the strong interest of the students and the very real welcome of the school as you joined with us to provide a worthwhile educational experience.

Sincerely,

Mrs. ____________________
Chairman
Career Day

(Phone Number)
AB:

SAMPLE

HOSTS AND HOSTESSES

Thank you for helping with Careers Unlimited 1967.

Because of your opportunity to meet and talk with both panel consultants and students, your attitude is vitally important to the success of the conference and the reputation of the high school. Perhaps the following suggestions will help by outlining your responsibilities.

1. Check in at "J" building at 2 p.m. or 7 p.m. to pick up room signs, name tags, materials to pass out or for display, and any further instructions.
2. Locate assigned room and be there at 2:20 p.m. when class is dismissed, or at 7:05 in the evening. Put up room signs and check room for arrangement and general condition. Set up folding chairs for consultants.
3. Remain in room to greet consultants and students.
4. Greet the consultants and introduce yourself.
5. When the period begins, the panel moderator will introduce himself and the other consultants. The meeting should start as promptly as possible after the loudspeaker announcement.
6. The room host should stay near the door, show latecomers to seats, and protect the group from interruption. Students should not wander in and out of panels.
7. Second Contact Cards will be available to students from room host following an announcement to that effect by the moderator. Have at least 6 pencils ready for use if necessary. Bring a small box in which cards can be deposited when handed to you.
8. Make and record an inconspicuous tally of the audience: consultants, students, other adults separately.
9. When the loudspeaker announcement closes the first period, thank the panelists and help dismiss the group promptly by your attitude. The second period should start immediately after appropriate loudspeaker announcement.
10. At close of second period, invite panelists to the Conference Center for coffee or punch. Escort them there after closing room and removing room sign.
11. Turn in name tags, room sign, envelope, and anything left in the room by consultants or audience to the registration table in Conference Center.
12. Record attendance figures on master sheet at registration table.
13. Before leaving, please turn in Evaluation Sheet, if you have had time to complete it. If you prefer to consider this overnight, put sheet in Career Box on Wednesday, March 8, by 3 p.m.

Corridor Supervisors - Please Note: We need close control both of the passing periods and during the conference sessions. You are especially needed to prevent casual and noisy use of the corridors when panels are at work.

SAMPLE

Appendix 5p-1
SECTION V

1967

STUDENT REQUEST CARD

PLEASE PRINT	Last Name	First Name
Phone		F. S. J. S. Class
Street		Town

Panel Title

Your Specific Interest

Field Trip? ____________ Interview? ________

Questions or remarks on back of this card

SAMPLE

Appendix 5p-2
SECTION V

REQUEST FOR VISIT TO PLACES OF BUSINESS

Name ____________________ Address ____________________

Parent's Name ____________________ Phone __________

Type of business or profession you wish to visit ____________________

Name of the place of business you wish to visit ____________________

Name of person you wish to visit ____________________

Address of that place of business or person ____________________

Phone __________

If you are uncertain about name or address, consult the roster of Career Chat speakers on the bulletin board near "J" building or the one at the entrance of the main hall.

If you work or have a permanent engagement which would prevent your visiting at any specific time, please state this fact.

After you have completed this form, please have it signed by your parent and present it to our office.

SAMPLE

Panel ______________________________

Room _______________________________

HOST EVALUATION SHEET

CAREERS UNLIMITED

Number in Attendance:		Consultants	Students	Other Adults
Afternoon	- Period I	________	______	________
	- Period II	________	______	________
Evening	- Period I	________	______	________
	- Period II	________	______	________

Were physical facilities adequate?

Can you suggest improvements?

Comments on panel discussion:

Was time adequate?

Had consultants been properly briefed?

What was the student attitude?

General impression:

Can you suggest improvements?

Would you like to serve again or, perhaps, become more deeply involved in the program? Please check below.

Serve again as Room Host ______________
Arrange for speakers ________________
Work with informational materials _______
Staff the office ___________________
Type at home ______________________
Arrange visits and interviews _________
Drive for visits or interviews ________

____
Signed

SAMPLE - Letter to Faculty

Date

To the Faculty:

As we announced earlier, Careers Unlimited 1967, our annual vocational information conference, will be held at Menlo-Atherton High School on Tuesday, March 7. The co-sponsorship of Menlo Park Chamber of Commerce and Menlo-Atherton Parent-Teacher Association serves to make this a real school-community endeavor, organized and staffed by the School Resource and Career Guidance Program volunteers. Some thirty panels will be convened in afternoon and evening sessions with two periods at each time. Parents are invited to attend, as well as a limited number of guests from other schools, but our main effort is to provide the most challenging, realistic, and up-to-date information for our own students.

Second Contact opportunities will be more closely coordinated than was possible before, making possible a greater depth of experience for those attending these discussions.

Your enthusiasm for the conference shows in the increased attendance from year to year and in general excellence of consultants invited to attend. Menlo-Atherton High School is truly honored by the wealth of human resources and talents made available to our students by the one hundred speakers who give of themselves so freely at this time. Our counted attendance last year in the four sessions was 1,944. We hope to equal our student body tally this year!

If you can assist us in corridor supervision, we will be most grateful. Please leave your name in the Career Box by Monday, February 6.

The catalog of panels, giving the list of vocations to be covered and clarifying specific areas within each, will be sent out early in February. Please discuss it with your students as time permits and post it on your bulletin board for further reference. Thank you!

SCHOOL RESOURCE AND CAREER GUIDANCE PROGRAM

SAMPLE

FACULTY ASSIGNMENT

CAREER DAY

March 1, 1966

Thank you for having offered help in staffing Careers Unlimited 1966. Your assignment, noted below, has been made with every effort to respect your choice of panels, duties, and session. If, for any reason, you are unable to meet this assignment please leave this slip with a note in the Career Box.

A fifteen minute briefing will be held on ____________________ in order to insure uniform instructions and understanding.

Our consultants especially appreciate meeting faculty members, and student enthusiasm is more stimulated by your interest than by any other means.

SCHOOL RESOURCE AND CAREER GUIDANCE PROGRAM

AFTERNOON SESSION: 2:30-5:15 P.M.

Corridor Supervision

Conference Center

EVENING SESSION: 7:15-10:00 P.M.

Corridor Supervision

Conference Center

SAMPLE - Conference Center Information Request

Date

Dear ________________:

We will hold Careers Unlimited 1966, our annual Career Day Conference for vocational guidance, at Menlo-Atherton High School on March 1. The program will consist of forty different panels providing information about the occupations listed on the enclosed sheet.

We are inviting area colleges and trade schools to furnish brochures and schedules of their courses related to specific technical training for the vocations discussed in the conference sessions. Students and parents may examine these materials in the Conference Center during Career Day.

We would welcome the addition of any brochures you could send us of your school program. For distribution among interested students, we could probably use from two to three dozen copies.

May we have an early reply from you so that we will be able to complete our display?

Sincerely,

Mrs. J. M. Mullen
Chairman
School Resource and Career
Guidance Program

MM:
Enclosure

SAMPLE

Appendix 6a-1
SECTION VI

VOCATIONAL INFORMATION REQUEST SHEET

Date ____________________

Student's Name ______________________ Grade 9 10 11 12

Second Period Class ______________ Teacher ______________ Room # ____
(Third Period if Second is P.E.)

Career Information wanted on: ______________ ______________

For Staffers, School Resource and Career Guidance Program

Materials Loaned

Request filled by ______________ 1.

Date Note was sent Student __________ 2.

Date Material picked up __________ 3.

Date Material returned __________ 4.

5.

6.

SAMPLE

Appendix 6a-2
SECTION VI

Date

Dear ____________________:

The information you requested on ______________________ is ready. If you want more material, write the places mentioned in the back of the pamphlets, check our list of accredited schools in your field, and consult your counselor. Also, remember to consult the vocational files of the School Library and the Menlo Park Public Library. Please return the materials to us in two weeks. We would appreciate your comments.

SCHOOL RESOURCE AND CAREER GUIDANCE PROGRAM

Menlo-Atherton High School Career Guidance Program

OCCUPATIONAL INFORMATION FILE

TITLE HEADINGS

The majority of our indexing is done according to The Dictionary of Occupational Titles definitions. Code numbers are included. Some general headings are used which do not appear in the Dictionary of Occupational Titles.

- Accountant 160.188

- Actuary 020.188
  - Insurance 020.188

- Advertising Man 164.068

- Aeronautical Engineer 002.081
  - Flying Information
  - Mechanic
  - Miscellaneous

- Agriculture
  - Aid 421.384
  - Farmer-Rancher 413.884
  - Farmhand 419.884
    - Dairy 411.884
    - General 421.883

- Anthropologist 055.088

- Apparel Industry
  - Clothing Maker 781, 788, 785, 786
  - Fashion Careers, General
  - Fashion Coordinator 185.158

- Appliance Repairman
  - Electrical 723.884

- Archaeologist 055.088

- Architect 001.081

- Astronomer 021.088

- Athlete 153.348

- Atomic Energy - General
  - Chemist 710.381

- Automotive Occupations - General
  - Engineer 007.081

- Baker 526.781

- Banker 186.168

- Biological Sciences - General
  - Biologist 041.081
  - Botanist 041.081

- Calculating Machine Operator 216.488

- Carpenter 860.381

- Chemist 022.081

- Chiropractor 079.108

- Civil Service - General
  - Clerk 205.388

- Clergyman 120.108

- Clerical Occupations
  - General Office 209.388
  - Stenographer 202.388

- Construction - General
  - Construction Worker 869.884

- Coroner 168.168

- Cosmetologist 332.271

- Counselor 045.108

- Court Reporter 202.388

- Craftsman - General

OCCUPATIONAL INFORMATION FILE - TITLE HEADINGS (CONT.)

Dancer 151.048

Data Processor
  Typist 213.588

Dentist 072.108

Dietician 077.168

Domestic Service
  Maid 323.887

Earth Sciences - General
  Geographer 029.088
  Geologist 024.081
  Geophysicist 024.081

Economist 050.088

Electrician
  Radio TV Engineer 003.187
  Radio TV Mechanic 823.281

Electroplater 500.380

Employment - General

Engineer
  Aid and Assistant
  Aeronautical 002.081
  Ceramic 006.081
  Chemical 008.081
  Civil 005.081
  Manufacturing and Industrial 012.088
  Marine (Naval Arch.) 001.081
  Mechanical 007.081
  Metallurgical 011.081
  Mining 010.081
  Nuclear 015.081
  Petroleum 010.168
  Safety 012.081

Engineer - Railroad 005.081

Engineer, Stationary

Engineer - Women

Factory Jobs - General
  Helper 529.886

Fireman 373.884

Florist
  Floral Designer 142.081

Food Retailing - General
  Groceryman 290.468
  Salesman 262.358

Foreign Service 188.118

Forester 040.081

Foundry Worker 519.887

Furniture Refinisher 763.381

Government Worker - General

Harbor Master 375.168

Health Sciences - General

Home Demonstration Agent (County) 096.128

Home Economist 096.128

Horticulturist 040.081

Hotel Manager 187.168

Industrial Relations 166.118
  Labor

Industrial Research - General

Information Processor
  Mathematical Technician 020.188

Inhalation Therapist 079.368

Journalism
  Editor 132.018
  Reporter 132.268

Laboratory Technician
  See Specific Field

Landscape Architect 019.081

OCCUPATIONAL INFORMATION FILE - TITLE HEADINGS (CONT.)

- Law Enforcement
  - Police 375.168
  - Sheriff 377.868
- Lawyer 110.108
- Librarian 100.168
- Machinist 600.280
- Mathematician 020.088
- Medical Assistant 079.368
- Medical Librarian 100.388
- Medical Technologist 078.381
- Medicine and Surgery - General
- Merchant Marine - General
- Metal Polisher 705.884
- Meteorologist 025.088
- Military Service - General
  - Air Force
  - Army
  - Marines
  - Navy
  - Women
- Mortician 187.168
- Musician - General
  - Instrumental 152.048
- Naval Architecture
  - Marine Engineering 001.081
- Nursing
  - General Duty 075.378
- Occupational Therapist 079.128
- Oceanographer
  - Geologist, Marine 024.081
- Optometrist 079.108
- Paint and Varnish Manufacturer
  - Foreman 559.132
- Paper Maker
  - Foreman 539.132
- Pathologist 070.081
- Peace Corps
- Performing Arts, General
- Personnel Worker
  - Clerk 205.368
  - Supervisor 205.138
- Pest Control Representative 299.287
- Pharmacologist 041.081
- Photographer
  - Commercial 143.062
  - Finisher 976.886
  - Scientific 143.282
- Physical Education Instructor 153.228
- Physical Sciences - General
- Physical Therapist 079.378
- Plasterer 842.781
- Politics - General
  - Political Scientist 051.088
- Printing Trades - General
  - Printing Press Operator 651.782
- Production Clerk 221.388
- Production Planner 012.188
- Prosthetist 078.368
- Psychiatrist 070.108
- Public Relations Man 165.068
- Public Service - General

OCCUPATIONAL INFORMATION FILE - TITLE HEADINGS (CONT.)

Purchasing Agent 162.158

Radio - TV
  See Electrician

Real Estate Salesman 250.358

Recreation Leader 195.228

Religious Vocations - General
  See Clergy 120.108

Scientific Occupations - General

Scientific Research - General

Sheet Metal Worker 804.281

Sign Painter 970.381

Space Sciences - General

Speech-Hearing Therapist
  Educator 091.228

Sociologist 054.088

Social Worker 195.108

State Department - General
  Domestic
  Foreign

Steel Industry - General
  Worker 502.884

Surveyor 018.188

Taxidermist 199.281

Teacher
  Elementary 092.228
  Secondary 091.228

Technician - General
  See Electrical, Mathematical, Specific

Telephone Services
  Engineer 003.081
  Operator 235.862

Terazzo Worker 861.781

Tile Setter 861.781

Traffic Manager, Industrial 184.168

Translator 137.288

Transportation Industry - General

Travel Agent 249.368

Truck Driver
  Heavy 905.883
  Light 906.883

Urban Planner 199.168

Veterinarian 073.108
  Laboratory Technician 073.081
  Training

Veterans Administration Employee 187.168

VISTA

Watchmaker 715.281

Watchman-Guard 372.868

Water Department Employee
  Foreman 862.138
  Supervisor 184.168

Welder 810.884

Women - Working

Writer
  News 131.068
  Technical 139.288

X-Ray Radiologist 073.368
  Technologist

Youth Service

Zoologist 041.081

OCCUPATIONAL INFORMATION FILE - TITLE HEADINGS (CONT.)

General Vocational Information

Apprenticeship - General

Automation

Career Conferences

Clippings

Community Resource Programs

Employment

Films

Labor Laws

Life Careers - Stimulation

Occupational Outlook Quarterly

Unions

Vocational Guidance

Industrial Information

Breuner's
Lenkurt
Pacific Gas & Electric Company
Pacific Telephone
Sequoia Hospital
Sequoia National Bank
Stanford Research Institute
Syntex
Wadsworth Publishing Company

Colleges and Technical Schools

- College Admissions
  - Information
  - Pamphlets, Misc.
  - Scholarships

- College Catalogues
  - Golden Gate College
  - Sacramento State College

Colleges and Technical Schools (Cont.)

- College Catalogues (Cont.)
  - San Francisco State College
  - San Jose State College
  - Stanford University
  - University of California
    - Berkeley
    - Davis

Language Institutes

Nursing Schools

Appendix 6c
SECTION VI

Tabulation of Independent Student Requests for Vocational Information

SUBJECT	1965-66	1966-67
Advertising	1	
Aeronautics		2
Airline Employment - F Stewardess	4	2
Airline Employment - M Pilot		2
Archaeology		2
Architecture		8
Biological Sciences		
Biochemistry		1
Genetics		1
Marine Biology		1
Microbiology		1
Building Trades		1
Carpentry		2
Civil Service		1
Clerical, Office		
Bookkeeping		2
Court Reporter		2
Govt. Employment		1
Office Machines		1
Telephone Company		3
College Information		5
Commercial Art		1
Communications	1	1
Conservation		1
Fish and Game	1	
Cosmetology	2	1
Dentistry	2	2
Dental Assistant		1
Dental Hygienist		1
Drafting	1	2
Earth and Space Sciences		
Meteorology	1	
Oceanography	2	
Electrician		
Union Requirements		1
Employment	1	
Engineering		3
Aeronautical		1
Aerospace		1
Mechanical	1	1
English	1	
Fashion Design	1	2
Fine Arts		2
Finance and Business		
Accounting		1
Banking		1
Business		2
Food Management		
Cooking		1
Food Services		2
Forestry	1	4
Historian		1
Home Economics		4
Humanities	2	
Information Science		1
Landscape Architect		1
Languages	1	
Medical Services		
Hospital Service		1
Medical Technician		1
Occupational Therapy		1
Physical Therapy		1
Medicine and Surgery	2	1
Psychiatry		2
Military Service		
Air Force		1
Marine Corps		2
Women		1
Music	1	
Musical Therapy		1
Peace Corps		1
Photography	1	
Physical Sciences		
Nuclear Science		1
Pharmacology		1
Scientific Research		1
Political Science		2
Politics		1
Probation Officer		1
Professional Sports	1	
Psychology	1	
Counseling		1
Public Relations	3	
Radio and TV Technology		4
Rice Farming		1
Sales and Marketing		1
Real Estate		1
Seamstress		1
Social Work		4
Teaching		5
Travel Agent		1
Veterinary Medicine		1
Humane Society		1
VISTA		1
TOTALS	32	119

SAMPLE - Faculty Request Sheet

School Resource and Career Guidance Program

FACULTY REQUEST

Date ____________________

____ SPEAKER ____ DEMONSTRATION

____ EXHIBIT ____

Other CLASS SUBJECT

1st Choice: Date ____________ Hour ____________ Room ____________

2nd Choice: Date ____________ Hour ____________ Room ____________

Career Area or Specific Subject: ______________________________

Do you have a recommendation? ______________________________

____

Miscellaneous Information: ______________________________

____

____

____

____

____

____

____

____

____
TEACHER

By: ______________________
Office

Assigned to: ______________________
Volunteer

SAMPLE

Appendix 7b
SECTION VII

School Resource and Career Guidance Program

VOLUNTEER WORK SHEET

Date ____________________

CHECK:

SPEAKER EXHIBIT   DEMONSTRATION

CLASS   TEACHER   OTHER

DATE - 1st Choice
DATE - 2nd Choice   Hour   Room

Career Area or Specific Subject:

Consultant   Title   Company

Address   Town   Phone

Miscellaneous Information:

Check as completed:

_____ Check Faculty Request (Appendix 7a) with teacher or chairman; be sure carbon is on file.

_____ Check files and with chairman for possible contacts.

_____ Invite consultant or contact resource by telephone or letter (Appendix 7c). This letter may be typed in office.

_____ Request office to send Confirmation (Appendix 7d) to contact if verbal arrangements were made.

_____ Confirmation to teacher (Appendix 7g).

_____ Note on office calendar.

_____ Request seven-day reminder to be sent to contact by office (Appendix 7e).

_____ Place blank Evaluation form (Appendix 7h) in teacher's box the day before the event.

_____ Write thank-you letter promptly - one copy for file. If you do not type, leave handwritten copy in Careers Box. A typical thank-you letter form is available at the office (Appendix 5m).

_____ Return folder with all completed papers to office or Careers Box.

_____ Completed Evaluation sheet will be used as cover when all papers are returned to file.

SAMPLE

School Resource and Career Guidance Program

CONTACT LETTER

Date ____________________

In writing a contact letter (invitation), be sure to include:

1. Instructor
2. Class (subject and grade level)
3. Specific topic or subject area
4. Date, time (period and hour)
5. Classroom
6. Any particular request the teacher makes or special instructions regarding type of class (EMR perhaps), method of presentation, topics to be included.
7. Any special equipment needed (projector, screen, etc.)
8. Gratitude for assistance and participation in enrichment of student program

Following is an example of a contact letter:

French Consulate General
740 Taylor Street
San Francisco, California

Gentlemen:

Mr. ______________, a member of our social studies faculty at Menlo-Atherton High School, is eager to present a series of guest speakers from the consulates to his senior classes in International Relations.

We hope that a member of your consulate will find it possible to be with us for this purpose, dealing particularly with problems of Economics and World Trade as they affect your country and its neighbors. The power and influence of the European Common Market affects us all.

The two classes in International Relations meet at 10:22 and 11:21 a.m. The same presentation, therefore, would be made on the same day to two separate groups, following which we would hope to entertain the speaker as our guest for lunch.

If he should be arriving by commuter train from San Francisco, we would expect, of course, to meet him, drive him to the high school, and take him back to the railroad station. Should he be driving, a simple map can be furnished.

Mr. ________ will adapt his schedule to yours in time but would appreciate a date in (month) or (month), if possible. We hope that you will be able to fit this request into your busy schedule and are most grateful to you for your consideration.

We await an early reply.

SAMPLE

School Resource and Career Guidance Program

CONFIRMATION FOLLOWING VERBAL INVITATION

Date ____________________

Shown below are two letters written to consultants following verbal invitations.

Thank you for accepting our invitation to speak to the (Senior elective class) in (Today's Home and Its Furnishings) on (Monday morning), (October 4), at Menlo-Atherton High School. The class convenes in (Room No.) at (8:10 a.m.). We will be happy to meet you in the Main Office of the high school about (8 a.m.) and escort you to the room.

(Mrs. __________), the instructor, prepares her class carefully for the guest speakers, and we believe that you will find them an interested and interesting group. (She hopes that in your discussion of Modern Architectural Design you will point out especially the architect's role in the community, his responsibilities, reasons for choosing an architect, and the details in suburban mass building that may be in poor taste, as well as the motivation for adding such details. The students should have more valid criteria for planning or buying a home after receiving such instructional help.)

Thank you again for your assistance in our school enrichment program. We look forward to meeting you.

We are delighted that you will be generous enough with your time to speak to a (Senior elective) class in (Economics) on (Thursday afternoon), (October 28), at Menlo-Atherton High School. The class convenes at (2:05 p.m.) in (Room No.). We will be happy to meet you in the Main Office of the high school (shortly before 2 o'clock) and accompany you to the room.

(Mrs. ______________, the instructor, tells us that this is an unusually alert and interested group, one of the best she has ever had. They want information concerning welfare costs, particularly in California and San Mateo County, the economic necessity of public welfare, its place in the total budget, and something of the administration costs in relation to total expense. A discussion of unemployment insurance, its structure, and costs would be very helpful.)

Thank you again for your help in our school enrichment program. We anticipate meeting you.

SAMPLE - Confirmation - Seven Day

Date

We anticipate your generosity in agreeing to be with our students in our enrichment program. You are expected at:

HOUR DATE ROOM

CLASS TEACHER SUBJECT OR AREA

Do you wish any special arrangements for your visit?

PROJECTOR - SLIDE OR MOVIE SIZE SCREEN

OTHER

We will meet you in the Main Office of the high school and escort you to your room, unless other arrangements have been made.

Thank you again for your assistance.

Menlo-Atherton High School

School Resource and Career
Guidance Program

School Resource and Career Guidance Program

REQUESTS TO OFFICE

Date ________________________

Please send:

_____ Contact Letter (Appendix 7c)

_____ Confirmation to Consultant (if verbal arrangements were made) (Appendix 7d)

_____ Seven-Day Reminder to Consultant, etc. (Appendix 7e)

_____ Bulletin Notice (one day before, prior to 3 p.m.)

_____ Other DATED ________________________

____
Name Title Company

____
Address Town Phone

Speaker Demonstration
____
Teacher Class Exhibit Other

____
Date Hour Room

____

____

____
Volunteer

SAMPLE - Faculty Confirmation and Notification

School Resource and Career Guidance Program

CONFIRMATION

Date____________________

To: ______________________

We have made the following arrangements in accordance with your request:

SPEAKER　　DEMONSTRATION

CLASS　　EXHIBIT　　OTHER

DATE　　HOUR　　ROOM

Career area or specific subject:

Consultant　　Title　　Company

Address　　Town　　Phone

We will escort the consultant to your room and, if you wish, will remain to give further assistance.

School Resource and Career Guidance Program

Appendix 7h
SECTION VII

SAMPLE - Faculty Evaluation Sheet

School Resource and Career Guidance Program

EVALUATION

S __________
R __________
U __________

Date ____________________

SPEAKER DEMONSTRATION
EXHIBIT

____
TEACHER CLASS OTHER

____
Date Hour Room

Career area or specific subject: ____________________________

____
Consultant Title Company

____
Address Town Phone

Remarks: ____________________________________
____
____
____
____
____
____

____
Signed

SRCGP Member ____________________

Date: ____________________
Entered on Student Card

Assisted by ____________________

Originated by ____________________
Faculty Student SRCGP

Date: ____________________
Consultant Card Made

SAMPLE

Appendix 8a-1
SECTION VIII

School Resource and Career Guidance Program

SECOND CONTACT NOTICE - OFF CAMPUS

This opportunity is for students who have previously registered a request concerning ____.

____
Name Date

A _( )________( )____ to ________________________________
Field Trip Interview Company Town

has been arranged for ____________________. We will meet at ______________.
Trip Date Time

Permission slips must be picked up in Room ____ at Noon on _______ or _______.
(Date) (Date)

WE EXPECT A REPLY TO THIS NOTICE, WHETHER YOU ARE GOING OR NOT. YOUR NAME WILL BE REMOVED FROM OUR LIST IF YOU DO NOT REPLY.

____
School Resource and Career Guidance Program

SAMPLE

Appendix 8a-2
SECTION VIII

School Resource and Career Guidance Program

SECOND CONTACT NOTICE - ON CAMPUS

This opportunity is for students who have previously registered a request.

____
Name Date

A further opportunity for students interested in __________________________

has been arranged for ____
Date Time Room

Please reply to this notice in Room ____ at Noon on _______ or _______ so that
(Date) (Date)

we may know whether or not to expect you.

WE EXPECT A REPLY TO THIS NOTICE WHETHER YOU WILL BE ABLE TO ATTEND OR NOT. YOUR NAME WILL BE REMOVED FROM OUR LIST IF YOU DO NOT REPLY.

____
School Resource and Career Guidance Program

SAMPLE

SCHOOL RESOURCE AND CAREER GUIDANCE PROGRAM

Date ____________________

Dear Parent or Guardian:

The administration of Menlo-Atherton High School is requesting your permission to allow ____________________ to attend the following off-campus activity: ____________________ (Company) ____________________ (Town). We wish to inform you that an adult program volunteer will be in attendance upon leaving campus at ________ (Time) ____________________ (Day) ____________________ (Date) and returning to campus at ________ (Time). Transportation will be as follows: ( ) Car ( ) Bus. Thank you for your attention.

____
Program Volunteer

____
Coordinator of Activities

____
Parent or Guardian

Dear Student:

The following signatures should be obtained certifying that the instructor of the class or classes you miss has given his permission for your absence:

Period and Class	Teacher's Signature
1. ____________________	____________________
2. ____________________	____________________
3. ____________________	____________________
4. ____________________	____________________
5. ____________________	____________________
6. ____________________	____________________
7. ____________________	____________________

Return signed to Careers Box by ____________________ (Date).

SAMPLE

School Resource and Career Guidance Program

Attached is information concerning a field trip arranged by the Career Guidance Committee.

FIELD TRIP ______________________________
Date Hours

LOCATION ______________________________
Consultant Phone

____
Company Address

____

SUBJECT ______________________________

COMMITTEE MEMBER ______________________________

OTHER DRIVERS ______________________________

____

____

____

HOSTESS EVALUATION AND COMMENTS FROM COMPANY OR CONSULTANT

____

____

____

____

____

____

____

SAMPLE - Sent to Students Who Fail to Appear
for Field Trip or Interview

School Resource and Career Guidance Program

We are sorry that you missed the opportunity to meet with ______________
____
____.
We had expected you to be present since you had neither called nor written a note to cancel your participation.

Since our relationship with our consultants demands responsibility on our part in exchange for their generosity and experience, we must fulfill the arrangements we made with them.

If you wish to have the privilege of remaining on our roster for further field trips, please sign and return the slip below to the Careers Box in the Main Office.

Sincerely,

Career Guidance Committee

- -

School Resource and Career Guidance Program

Name ______________________________ Freshman Sophomore Junior Senior

Address ____ Phone ________________

Vocational Interests:

1. ____

2. ____

3. ____

Any time restrictions due to transportation, sports, work, or other interests:

Please keep my name on your roster for further field trips.

____
Your Name

SAMPLE - Faculty Information

Date

To the Faculty:

The School Resource and Career Guidance office will open on Monday, September 12, in Room D-9. Daily hours will be posted.

Faculty requests for assistance from this program should be made at least two weeks prior to the date on which a speaker, demonstration, or exhibit is to be presented. The more specific the request and the more information supplied by the instructor (class, number of pupils, grade level, special interest or ability, suggested speaker when possible), the more adequately a request can be filled. Physical arrangements (change in room, need for special equipment, etc.) should be agreed upon when the request is made and verified when exact date of presentation is confirmed.

We will endeavor to answer your requests promptly, informing you immediately if, as rarely happens, arrangements cannot be satisfactorily completed.

When field trips are requested, the faculty member in charge will be responsible for handling bus scheduling for large groups as well as student permission slips. For small groups, the School Resource program will arrange transportation by private cars.

All student requests for School Resource assistance must have faculty signatures to verify date and prior class arrangement. Student requests for Career Guidance help may be made directly to our office or arranged by a teacher or counselor.

May we ask, also, the prompt return of Evaluation Sheets following presentations that we have arranged. These need not be lengthy but they are an invaluable aid to us in making future arrangements. Please state particularly a desire to have a speaker return to your classes.

Thank you for your interest and support in 1965-66. We hope to be of service to you throughout the current school year.

School Resource and Career Guidance Program

MM:

SAMPLE

Appendix 10
SECTION X

SCHOOL RESOURCE AND CAREER GUIDANCE PROGRAM

No. 3 - 11-18-66

NEWSLETTER

It is a good measure of our increasing impact on the student body that the Menlo-Atherton Legislative Council, at a meeting in October, appointed a student committee to work with us. Its members are:

Bill A-----
Ann B-----
Lynn C-----
Pam D-----
Barbara E-----
Cheri F-----

This committee requested a letter which will be circulated throughout the school during the first week in December. In it replies are given to some of the student suggestions and evaluations made after last spring's Career Day. We ask for ideas and choices for next year and offer an opportunity for students to obtain vocational guidance material well in advance. We are delighted with this opportunity of working with the students.

ACTIVITY FILE: Congratulations on a busy month!

November

1	Mr. G-----, manager of the Bank of America in Menlo Park, spoke to Mrs. H-----'s economics class.
1	Field trip to the Junior Museum in Palo Alto.
1	Mr. I----- from Democratic Headquarters spoke to Mr. J-----'s U. S. History classes.
2	Mr. K----- and Mr. L----- from Republican Headquarters spoke to both Mr. M-----'s and Mrs. N-----'s U. S. History classes.
3	Mr. O----- from the California Department of Employment spoke on "Preparation and Application for Employment" to Mr. P-----'s Business English class.
8	Mr. Q-----, representative of the Sierra Club, spoke on conservation to Mr. R-----'s classes.
9	Captain S-----, Army ROTC at Stanford, spoke to Mr. T-----'s U. S. History classes.
10	Mr. U----- of Jerry's Store for Men in Menlo Park, spoke to Mr. V-----'s Retail Sales class.
10 & 28	Field trip to the U. S. Geological Survey office for World Geography classes.
15	Mr. W-----, union representative, spoke to Mr. X-----'s classes.
16	Technical demonstration by Pacific Gas and Electric Company - four trucks and seven men demonstrated the tricks of their trade to an enthusiastic audience.
16	Mr. Z-----, employment representative at Lenkurt Electric, spoke to Mr. A-----'s Business English class.
16	Mr. B-----, assistant director of the Stanford Repertory Theatre, and Mr. C-----, also from the Theatre, spoke to Mr. D-----'s English

School Resource and Career Guidance Program NEWSLETTER (Cont.)

November (Cont.)

class on directing Shakespeare's plays, particularly Romeo and Juliet.

17 Field trip to the Photography Department at Foothill College.

22 Dr. E-----, research pharmacologist at Stanford Research Institute, spoke to Mr. F-----'s classes about LSD and other drugs.

29 Mr. G-----, speaker for the Birch Society, spoke to two of Mr. H-----'s classes.

30 Mr. I----- of the Better Business Bureau spoke to Mrs. J-----'s Economics class.

Two of the events in the Technical Demonstration Series have already taken place - Pacific Telephone Company and Pacific Gas and Electric Company - and were received with great enthusiasm. Another, to be presented by Lenkurt Electric Company, is set for December 7. By then we hope to get a full story, possibly with pictures, into the local newspapers.

Another new idea is a series of field trips arranged for large groups of Mrs. K-----'s students (about 50 to a group) to such places as the San Francisco Stock Exchange, the Fairmont Hotel, the San Jose Airport, including the fire and rescue station and the heliport. This is part of a special program which we will go into in detail soon.

HAPPY THANKSGIVING TO ALL OUR HARD WORKING PEOPLE!

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- Sequoia Union High School District PTA Presidents
- School Resource and Career Guidance Program Volunteers